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ABSTRACT

This report contains summary information submitted by 44 states (plus one private nonprofit school bypass agent) for the evaluation of effectiveness of programs and activities funded under Title VI, Innovative Education Program Strategies. The purpose of this national summary is to provide critical information to decision-makers and other interested parties about the use and effectiveness of Title VI funds. The report summarizes survey data collected from participating public school districts, private nonprofit schools, and state educational agencies on the use and effectiveness of Title VI formula entitlement funds and state set-aside funds. Findings show that the highest percentage of funds was allocated for library services and materials, whereas the lowest percentage of funds was spent in combining funds for Title I schoolwide programs. Teachers in public school districts were the largest personnel groups funded in full or in part from Title VI funds. The impact of Title VI on students shows that across public school districts, private nonprofit schools, and state educational agencies, students in grades 1-5 benefited most from programs funded in full or in part by Title VI, followed by students in grades 9-12 and students in grades 6-8. Four appendices provide an overview of Title VI funding, national Title VI data submission, and other information. (RJM)

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ED 436 836

Evaluation of Effectiveness

TITLE VI

Innovative Education Program Strategies

Elementary and Secondary Education Act (ESEA)

NATIONAL SUMMARY

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EVALUATION OF EFFECTIVENESS
TITLE VI

NATIONAL SUMMARY

Innovative Education Program Strategies
Elementary and Secondary Education Act (ESEA)

This National Summary of the Title VI Evaluation of Effectiveness was prepared by the Title VI National Steering Committee as a supplement to the individual states' evaluations of effectiveness submitted in fulfillment of the requirement that each state conduct an evaluation of effectiveness in Fiscal Year 1998 of ESEA Title VI. This report was compiled primarily by Catherine A. Christner, Ph.D., Division of Research and Evaluation, Texas Education Agency; with the assistance of Patrick Chapman, M.Ed., Colorado Department of Education and Chair, Evaluation Committee, Title VI National Steering Committee; Paula Willis, M.Ed., Massachusetts Department of Education; and Earin M. Martin, Ed.D., Texas Education Agency. Additional assistance was provided by Kathleen Mollohan, M.Ed., Montana Department of Education; Diane B. Pollard, M.Ed., Virginia Department of Education; Sola Takahasi, B.A., Nancy J. Smith, Ph.D., and Maria D. Whitsett, Ph.D., Texas Education Agency. For information concerning data analysis, contact Catherine Christner at 512-475-3523. For information concerning the Title VI program, contact an individual state's Title VI director listed in Appendix D.

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Evaluation of Effectiveness
ESEA Title VI, Innovative Education Program Strategies
National Evaluation of Effectiveness

Section 1
EXECUTIVE SUMMARY

This report contains summary information submitted by 44 states (plus one private nonprofit school bypass agent) for the evaluation of effectiveness of programs and activities funded under Title VI, Innovative Education Program Strategies. Title VI is authorized under the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1994.

The purpose of this national summary is to provide critical information to decision-makers and other interested parties about the use and effectiveness of Title VI funds from a national perspective. This report summarizes survey data collected from participating public school districts, private nonprofit schools, and state educational agencies on the use and effectiveness of Title VI formula entitlement funds and state set-aside funds. These data indicate the use of Title VI funding has been effective (as defined by the recipients of the funds) in meeting the purposes of Title VI as stated in statute. According to survey participants, Title VI:

- Provides flexibility to meet local needs
- Promotes local, state, and national reforms
- Provides funding for critical activities
- Contributes toward the improvement of student achievement.

Recipients of Title VI request increased funding and continued flexibility to meet local needs.

USE OF TITLE VI FUNDING IS EFFECTIVE

These evaluation data, as reported by participating public school districts, private nonprofit schools, and state educational agencies, indicate that **the use of Title VI funding has been effective** (as defined by the recipients of the funds) in **meeting the five purposes of Title VI.**

PURPOSE OF EVALUATION

The Elementary and Secondary Education Act (ESEA) of 1965 was re-authorized in the Improving America's Schools Act of 1994. With the reauthorization, Chapter 2 of the former ESEA was re-authorized as Title VI, Innovative Education Program Strategies. Section 6202(a)(2)(B) of the statute (Public Law 103-382) requires that states receiving Title VI funds provide for an evaluation of effectiveness of programs assisted under Title VI in fiscal year 1998.

The objective of the evaluation was to determine the effectiveness of Title VI in meeting the following purposes stated in statute [(Section 6001(b)]:

- To support local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act;
- To support State and local efforts to accomplish the National Education Goals;
- To provide funding to enable State and local educational agencies to implement promising educational reform programs;
- To provide a continuing source of innovation, and educational improvement, including support for library services and instructional and media material; and,
- To meet the special educational needs of at-risk and high cost students.

METHODOLOGY

The Title VI National Steering Committee is composed of the Title VI coordinators from each of the 50 states and territories. To facilitate the development of a national evaluation of effectiveness, the members of the steering committee developed a "generic" survey to be used by states on a voluntary basis to survey their local districts and private nonprofit schools, as well as the state educational agencies. Each state then administered the surveys, modified to fit their needs, to their public school districts and private nonprofit schools.

Each state chose its own sampling plan and chose to collect either 1996-97 data or 1997-98 data. The participating states submitted their information to the Texas Title VI evaluator for compilation into this national report which was done during the 1998-99 school year. A large majority of states and territories participated in this effort, with 44 states sending in district data; 41 states sending in private nonprofit school data; and 36 states sending in data on the use of their state set-aside funds, sometimes referred to as "state-reserved" funds or "discretionary" funds. Detailed information on the submission of data by states is provided in Tables 1, 1a, 1b, 2, and 3 in Section 4 of this report.

The survey addressed the five statutory purposes of Title VI through the following sections:

(1) District/Private School/State Use of Title VI funds;
(2) Impact of Title VI on Students;
(3) Impact of Title VI on Improvement in Instructional Services;
(4) Impact of Title VI on Educational Innovation and Local School Reform Efforts and National School Reform Efforts;
(5) Recommendations for Improving the Title VI Program.

FINDINGS

SECTION 1: PUBLIC SCHOOL DISTRICT/PRIVATE NONPROFIT SCHOOL/STATE USE OF TITLE VI FUNDS

- The **highest percentage of funds** was allocated for **library services and materials, including media materials** in both public school districts and private nonprofit schools. The second highest percentage of funds was spent for **computer software and hardware for instructional use** in both public school districts and private nonprofit schools.

- State educational agencies allocated most of their Title VI **state-reserved funds** in two areas: (1) school reform activities that are consistent with Goals 2000 and (2) promising education reform projects (23.5% and 22.5%, respectively for states reporting 1996-97 data; and 22.6% and 17.5%, respectively for states reporting 1997-98).

- Across public school districts, private nonprofit schools, and state educational agencies, the **lowest percentage** of funds was spent in combining funds for Title I schoolwide programs.

- **Teachers** in public school districts were the largest personnel group funded in full or in part from Title VI funds (44.7% for 20 states reporting 1996-97 data and 40.9% for 14 states reporting 1997-98 data). Combined with **teacher assistants/tutors** (20.0% for 20 states reporting 1996-97 data and 19.7% for 14 states reporting 1997-98 data), this indicates **the majority of Title VI funds spent by districts on personnel were for staff who provided instruction directly to students** (64.7% for 20 states reporting 1996-97 data and 60.6% for 14 states reporting 1997-98 data).

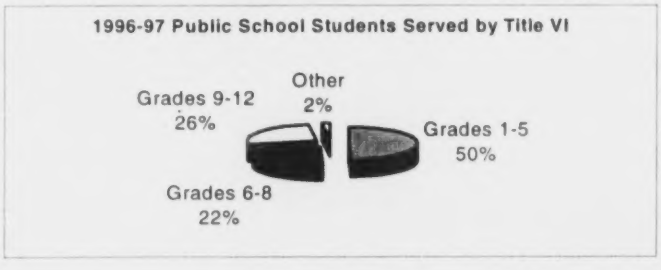
- Public School Districts and private nonprofit schools were asked to describe the benefits provided by the **flexibility of Title VI.** Both types of entities most frequently mentioned the ability to use Title VI funds **to meet locally identified needs** without the restrictions of other programs and to **purchase/ upgrade computer hardware and software to enhance school reform.** State educational agencies reported that the flexibility allowed them to provide **professional development** in areas of locally identified needs and to assist schools/districts in identifying their improvement goals and/or efforts towards local, state, and/or national reforms.

> *"Title VI is the only federal program where schools can actually use money that isn't previously directed to a need identified by those outside the school. As our needs change, the program has the flexibility to change with us. The funds are most beneficial when they are used with other funding sources to work toward improving targeted areas identified by the district."* **AR district**

- **<u>If Title VI funds were not available</u>, public school districts indicated they would not be able to purchase/ upgrade computer hardware and software and provide professional development. Private nonprofit schools reported that without Title VI funds they would not be able to upgrade library and media services and purchase/upgrade computer hardware and software. State educational agencies indicated that without Title VI funds they would be unable to provide staff development to meet district needs and to facilitate local district improvement/reform efforts.**

SECTION 2: IMPACT OF TITLE VI ON STUDENTS

- Survey data summarizes the impact of Title VI on students in 5,247 public school districts and at least 1,701 private nonprofit schools in 41 states and territories across the nation. Across public school districts, private nonprofit schools, and state educational agencies, nearly 50 percent of the students reported to have benefited from programs funded in full or in part by Title VI were students in **Grades 1-5.** The next most frequently served group was Grades 9-12 students, followed by students in Grades 6-8. This is illustrated in the chart below for public school district students served in 1996-97.



- Most public school districts reported that Title VI programs impacted student learning by funding various programs for at-risk students to improve their achievement and by purchasing/upgrading computer hardware and software for the classroom and computer labs. Private nonprofit schools most frequently reported that Title VI impacted student learning and achievement by funding the purchase of computer hardware and software and by enhancing library resources with up-to-date materials of interest to students.

- ☆ State educational agencies indicated that Title VI state-reserved funding had the most impact on supporting efforts to improve learning and achievement for all students and providing programs for special populations, especially at-risk and gifted/talented students.

> *"Computer software is used to allow students access to a wide range of information and to reinforce difficult curriculum areas for at-risk students. Through use of computers we are able to provide more individualized instruction geared to increasing student achievement on state proficiency tests."* **OH district**

- ☆ Seventy-nine percent or more of both public school districts and private nonprofit schools reported using Title VI funds to ***Enable students to meet challenging content/performance standards*** and ***Improve language arts skills.*** The impact of Title VI in these areas was rated between "moderate" to "significant". The areas where the funds were most often used were those generally rated as Title VI having the greatest impact.

- ☆ While the state educational agencies reported several areas where Title VI funds were used, ***Enable students to meet challenging content/performance standards*** was one of the areas where Title VI was most frequently used and was the area in which respondents rated Title VI as having the most impact.

- ☆ Of those states with public school districts that used Title VI to address improving **attendance** (28 states) and **graduation rates** (26 states), 58% of the districts reported that these rates had **improved,** with 14% reporting no change across the years. Where targeted (24 states), the majority (54%) reported that **promotion rates improved** as well.

- ☆ Of those states using Title VI funds to address **dropout rates** (28 states), **suspensions/expulsions** (25 states), and **library circulation** (25 states), 65% of public school districts reported that their **dropout rates decreased;** 57% reported their **suspension/expulsion rates decreased.** A large majority (84%) indicated that their **library circulation rates improved** as a result of Title VI funds.

- ☆ Fifty-nine percent of the public school districts (23 states) that used their Title VI funds in college-related areas reported that the **number of college credits** received by students **increased** (59%). **SAT** (17 states) and **ACT** (17 states) **average score increases** were reported by 66% and 67% of the public school districts, respectively.

- ☆ The majority of public school districts reported **increases** in students' **Advanced Placement exam scores** (25 states) (71%) and in students' **participation in International Baccalaureate programs** (15 states) (60%).

☆ On both **norm-referenced tests** (24 states), such as the Iowa Tests of Basic Skills, and **criterion-referenced tests** (22 states), such as the Texas Assessment of Academic Skills, a high percentage of districts (82% and 79%, respectively) reported **improved test scores.** ☆

SECTION 3: IMPACT OF TITLE VI ON IMPROVEMENT IN INSTRUCTIONAL SERVICES

- The majority of the **recipients of professional development** funded in full or in part by Title VI were **teachers** (ranging from 62.9% to 76.4%).

- For public school districts and private nonprofit schools, **parents/business/community members** were the next most frequent group to **receive professional development** funded by Title VI.

- In response to the question of **how were curricula, instruction, and assessment enhanced** through professional development or other activities funded in full or in part by Title VI, the majority of districts, private nonprofit schools, and state educational agencies responded much the same way. The two areas mentioned most frequently were (1) *Providing technology training to teachers and others*, and (2) *Providing professional development in developing/aligning/enhancing curriculum.*

> *"Classroom teachers are provided training opportunities to learn about the technical and curricular uses of the Internet. This training is required in our district before teachers implement Internet use by their students. Teachers have used this training experience to identify resources on the Internet, which can have a powerful impact on student learning."* **WY district**

- When asked in which areas Title VI funds were used, both public school districts and private nonprofit schools reported their top four areas of use (ranging from 59% to 85%) to be: (1) *Improve instructional materials*, (2) *Develop curricula/units/materials*, (3) *Increase teachers' technology use*, and, (4) *Increase instructional strategies*. These four areas were also rated as areas where Title VI funding made the greatest impact ("moderate" or higher).

- All five state educational agencies reporting 1996-97 data used Title VI funds to *Increase instructional strategies* and *Develop curricula/units/materials*. They rated the impact of Title VI funding in these areas between "moderate" and "significant."

- For state educational agencies reporting 1997-98 data, 88% used their funds to *Increase instructional strategies*. Slightly over three-fourths (76%) used their Title VI funds to *Align curricula with standards* and *Assess students' performance*. Title VI in these three areas was rated as having an impact between "moderate" and "significant."

SECTION 4: IMPACT OF TITLE VI ON EDUCATIONAL INNOVATION AND LOCAL SCHOOL REFORM EFFORTS AND NATIONAL SCHOOL REFORM EFFORTS

A majority of public school districts, private nonprofit schools, and state educational agencies reported using their Title VI funds for making *Progress toward educational goals*. Districts and private nonprofit schools used funds to *Create programs for local needs* and *Develop innovative instruction*. Districts also used funds to *Implement local reform initiatives*. The level of impact of Title VI in these areas ranged between "moderate" and "significant."

For the state educational agencies reporting 1996-97 data, the majority also reported using Title VI to *Provide quality staff development* and *Coordinate federal education programs*. The large majority of state educational agencies reporting 1997-98 data used Title VI to *Assess local education needs*. The impact of Title VI across these areas was seen as "moderate" to "significant."

☆ Public school districts reported that Title VI had been supportive of local and/or national reforms through providing on-going **professional development.** The professional development enabled reform initiatives and helped meet local, state, and national goals. Districts and private nonprofit schools also indicated Title VI had been **supportive of reform.** This occurred through their **purchasing/ upgrading computer hardware and software** and **purchasing supplemental instructional materials** that were of high interest to students and met new standards, curriculum, and goals.

☆ State educational agencies used Title VI to support reform by providing **support for school improvement/reform efforts** and by providing **professional development** in needed areas.

> *"Public school districts often use funds to progress toward implementation of their reform initiatives one step at a time. These steps add up to pave the way to eventually arrive at their destination."* **Texas Education Agency**

> *"Staff funded in part by Title VI funds provided workshops and direct technical assistance for teachers, administrators, and parents on standards-based instruction and assessment, analysis of data on student achievement/performance, instructional technology, and on the state's curriculum frameworks in English language arts, mathematics, and science."* **RI Department of Education**

☆ When asked what role Title VI played in supporting efforts to coordinate federal programs, public school districts responded that Title VI funds have been used to **plan, coordinate, and strengthen other federal, state, and local funding sources to meet standards and strategic plans.** Supplemental services, materials, and staff development to Title I schoolwide programs and targeted assistance schools were also provided.

Private nonprofit schools responded that Title VI funds were used to **plan, coordinate, acquire and use instructional, library/media, and curriculum/assessment materials and services** across programs. Increased staff development was provided by coordinating Title VI with Titles I, II, and IV.

☆ State educational agencies reported using Title VI funds to **take the lead role in coordinating all federal education programs and to develop consolidated applications for federal programs.**

> *"Our Title VI programs support additional academic and social programs in schools that receive Title I funds. Tutoring, conflict resolution, and literacy programs are coordinated and support the Title I schools so that the possibilities for student success are maximized."* **NV district**

SECTION 5: RECOMMENDATIONS FOR IMPROVING THE TITLE VI PROGRAM

At the State Administrative Level

Public school districts and private nonprofit schools recommended keeping the flexibility of Title VI that allows districts and private nonprofit schools to **tailor use of funds to their specific needs.** They would also like to see **increased Title VI funding** and less paperwork to be required.

State educational agencies generally wanted to do more to consolidate reports and evaluations on all the IASA programs and to put project staff for these programs together so they could be better coordinated. It was also suggested that **best practices and exemplary/model programs be disseminated** to districts.

At the U.S. Department of Education

Public school districts and private nonprofit schools would like to see the **flexibility of Title VI continued,** the **funding for Title VI increased,** and provision of the allocation information in a more timely manner (earlier) that ensures adequate timelines. Districts and state educational agencies would like to see the U.S. Department of Education increase its support for Title VI and acknowledge the contributions Title VI makes to education. State educational agencies would also like the administrative services (e.g., technical assistance) of the Department to be improved.

Title VI Legislation

Public school districts, private nonprofit schools, and state educational agencies recommended **increased funding for Title VI** and that the **flexibility of Title VI** with **continued local determination of needs.** The state educational agencies also recommended that the reporting requirements for all federal programs be coordinated and consolidated with state plans.

> *"This flexibility greatly multiplies the impact of the dollars. We can do things with Title VI that we can do with no other programs. The unfortunate situation is that Title VI by itself is not always seen as making an impact, yet the programs it enhances are very effective because of this support."*
> **PA private school**

USE OF TITLE VI FUNDING IS EFFECTIVE

These evaluation data, as reported by participating public school districts, private nonprofit schools, and state educational agencies, indicate that **the use of Title VI funding has been effective** (as defined by the recipients of the funds) in **meeting the five purposes of Title VI.**

FIVE PURPOSES OF TITLE VI

- To support local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act;
- To support State and local efforts to accomplish the National Education Goals;
- To provide funding to enable State and local educational agencies to implement promising educational reform programs;
- To provide a continuing source of innovation, and educational improvement, including support for library services and instructional and media material; and,
- To meet the special educational needs of at-risk and high cost students.

The strengths in Title VI relate to its flexibility.

TITLE VI:

⇒ **Provides Flexibility to Meet Local Needs**

For the respondents to this survey, the strengths in Title VI relate to its flexibility. Unlike many other federal programs, public school districts, private nonprofit schools, and state educational agencies can decide how to spend the funds based on their locally determined needs as related to the five purposes. The additional flexibility allows targeting the funds in a wide variety of ways, not limited to one type student or one type of service.

> *"Title VI has been most effective in supporting local education reform initiatives through the flexibility built into the Title VI legislation. These broad areas allow the state and local school districts to meet their greatest needs as well as assisting in high achievement for all students. All activities conducted with Title VI funds supported the implementation of both Florida's and the National Education goals."* **FL Department of Education**

Frequently chosen options:

Providing professional development
Buying computer hardware and software
Providing special programs for at-risk students
Buying curriculum materials that match new content and assessment standards

⇒ **Promotes Local, State, and National Reforms**

Because the purposes of Title VI address reform and innovation, public school districts, private nonprofit schools, and state educational agencies can address local, state, and/or national reforms with these funds. Since goals at each of these levels tend to be very similar, the funds are often used in conjunction with other local, state, or federal funds to address these goals in combination. **Across states, the goals most frequently addressed by Title VI were: Goal 3–Student Achievement and Citizenship, and Goal 4–Teacher Education and Professional Development.** State educational agencies most often reported using Title VI funds to provide professional development to enable and strengthen district and private nonprofit school implementation of local, state, and/or national reforms. Title VI funds were often spent in support of improving language arts skills and improving and aligning instructional materials to new curriculum and standards.

⇒ **Provides Funding for Critical Activities**

Areas most frequently mentioned as being potentially affected if Title VI funds were to be discontinued included: computer hardware and software purchases; professional development; up-to-date curriculum and instructional materials, up-to-date library and media centers, and special programs for high cost students (e.g., after school tutoring, homework hot line, arts camps). While Title VI is currently a relatively small federal program, its flexibility allows districts to do things such as purchase Internet access for their library media center, which then allows students to prepare quality and up-to-date research papers. Many districts used Title VI funds to provide professional development for teachers to learn how to use and more effectively teach by incorporating computer hardware and software into their instructional program.

⇒ **Improves Student Achievement**

Second to increasing library circulation, a high percentage of districts successfully used Title VI funds for improving students' achievement on test scores (on both norm- and criterion-referenced tests). Because Title VI is generally used in conjunction with other funds, attributing student achievement improvement solely to Title VI is not possible because there are so many factors involved in each student's performance. Often Title VI works in the background (teachers and students are often not aware of how programs/activities are funded). Title VI may not always be recognized for helping implement a reform or innovation.

⇒ **Increased Funding Is Recommended**

Public school districts, private nonprofit schools, and state educational agencies **overwhelmingly recommended that Title VI funding be increased and that its flexibility (of local determination of how the funds are spent) be continued.** They would like Title VI to have more support at the federal level (as other federally funded programs have) and be recognized for its contributions. The data presented in this report support these recommendations and provide evidence that Title VI is meeting its intended purposes.

> *"We are in a poverty income area and always in need of funding to supplement curriculum needs of students. Our diverse student body demands more effort in providing educational stimuli through materials and equipment. Teachers need more help. An increase in Title VI funding would be most advantageous."* WI district

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Section 2
PURPOSE OF THE EVALUATION OF EFFECTIVENESS

2.1 Statutory Requirement

The Elementary and Secondary Education Act (ESEA) of 1965 was re-authorized in the Improving America's Schools Act of 1994. With this re-authorization, Chapter 2 of the former ESEA was re-authorized as Title VI, Innovative Education Program Strategies. Section 6202(a)(2)(B) of the statute (Public Law 103-382) requires that states receiving Title VI funds provide for an evaluation of the effectiveness of programs assisted under Title VI in fiscal year 1998.

The objective of the evaluation was to determine the effectiveness of Title VI in meeting the purposes of Title VI as stated in the statute [Section 6001(b)]:

- "to support local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act;
- to support State and local efforts to accomplish the National Education Goals;
- to provide funding to enable State and local educational agencies to implement promising educational reform programs;
- to provide a continuing source of innovation, and educational improvement, including support for library services and instructional and media materials; and
- to meet the special educational needs of at-risk and high cost students."

2.2 U.S. Department of Education Guidance

The U. S. Department of Education communicated to the states through written guidance their vision of the evaluation of effectiveness. The Department of Education envisioned that the "evaluation would measure the overall impact of Title VI on the improvement of education -- specifically on schools' curriculum and instruction, on school staff, and on students." States were required to address the effectiveness of both statewide programs and local programs. State educational agencies were encouraged to consider the discretion that local school districts have to allocate funds among the innovative assistance program areas authorized in the statute.

2.3 Title VI National Steering Committee's Development of a Questionnaire

The Title VI National Steering Committee is made up of the state coordinators from around the 50 states and the outlying areas. The state coordinator serves as the liaison between his/her individual state educational agency and the U.S. Department of Education.

Staff of members of Congress who serve on congressional committees requested a "national summary" of the Title VI evaluations of effectiveness conducted by states. In an effort to accommodate this request, the Title VI National Steering Committee developed a "generic" survey to be used by states, on a voluntary basis, with their respective local educational agencies (LEAs) (i.e., local school districts). Each state then either customized this generic survey for use with their local districts or developed their own survey and evaluation methodology. In order to participate in this "national evaluation summary," states were requested to use the generic survey, adapted to meet their state's needs, and to submit summarized data accordingly. This report summarizes the results of the data submitted by the 44 states and territories that participated in this national evaluation project.

Section 3

BACKGROUND OF TITLE VI, INNOVATIVE EDUCATION PROGRAM STRATEGIES

3.1 AUTHORIZATION AND HISTORY OF TITLE VI

AUTHORIZATION

Title VI, Innovative Education Program Strategies is authorized under the Improving America's Schools Act of 1994, enacted on October 20, 1994 (P. L. 103-382). This act amended the Elementary and Secondary Education Act of 1965 (ESEA). Title VI replaced Chapter 2 of Title I of the former ESEA (Chapter 2).

HISTORY

Title VI began its history with the Elementary and Secondary Education Act (ESEA) of 1965. The ESEA of 1965 contained numerous separate categorical education programs. The Education Consolidation and Improvement Act (ECIA) of 1981 (P. L. 97-35) amended the ESEA of 1965 by consolidating 29 of the categorical grant programs into an education "block grant" known as Chapter 2 of Title I of the ESEA.

The Augustus F. Hawkins–Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P. L. 100-297) amended the ESEA of 1965 by re-authorizing Chapter 2 of Title I. The National Literacy Act of 1991 (P. L. 102-73) again amended Chapter 2 by adding a targeted assistance area pertaining to training for teachers and counselors in the identification of reading and reading-related problems in students.

Finally, the Improving America's Schools Act of 1994 (P. L. 103-382) amended the Elementary and Secondary Act of 1965 by re-authorizing the former "Chapter 2" as Title VI, Innovative Education Program Strategies.

3.2 PURPOSE

Congress authorized Title VI, Innovative Education Program Strategies to encourage state educational agencies (SEAs) and local educational agencies (LEAs) to focus upon the relationship between programs under Title VI and local school reform efforts, including reform efforts under the Goals 2000: Educate America Act. The purpose of ESEA Title VI according to the authorizing statute is:

- "to support local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act;
- to support state and local efforts to accomplish the National Education Goals;
- to provide funding to enable state and local educational agencies to implement promising educational reform programs;
- to provide a continuing source of innovation, and educational improvement, including support for library services and instructional and media materials; and
- to meet the special educational needs of at-risk and high cost students."

3.3 USE OF FUNDS—INNOVATIVE ASSISTANCE PROGRAM AREAS

Title VI–Innovative Education Program Strategies funds may be used by state and local educational agencies for activities in one or more of the eight innovative assistance program areas authorized by Section 6301 of P. L. 103-382 to carry out the purposes of Title VI as follows:

1) Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software;

2) Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program;

3) Promising education reform projects, including effective schools and magnet schools;

4) Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school;

5) Programs to combat illiteracy in the student and adult population, including parent illiteracy;

6) Programs to provide for the educational needs of gifted and talented children;

7) School reform activities that are consistent with the Goals 2000: Educate America Act; and

8) School improvement programs or activities under sections 1116 and 1117 of ESEA Title I (assessment and school improvement initiatives).

Title VI funds may also be used for:

9) Upgrading the entire educational program in one or more Title I, Part A schoolwide programs when combined with other federal, state, and/or local funds at the LEA level; and

10) Reasonable costs related to the administration of the program at the state and local levels.

3.4 LOCAL DECISION-MAKING ON THE USE OF FUNDS

The basic responsibility for the administration of funds made available under Title VI is within the state educational agencies. However, it is the intent of Congress that this responsibility "be carried out with a minimum of paperwork and that the responsibility for the design and implementation of programs assisted under this title will be mainly that of local educational agencies, school superintendents and principals, and classroom teachers and supporting personnel; because such agencies and individuals have the most direct contact with students and are most likely to be able to design programs to meet the educational needs of students in their own districts."

3.5 ALLOCATION OF FUNDS

Title VI funds, appropriated annually by Congress, are allocated to states based on the school-age population (children ages 5-17). Figure 1 at the end of Section 3 provides the national appropriation for the former Chapter 2 and Title VI since inception. Appendix A provides the allocation for each state for the 1997-98 school year.

Not less than 85 percent (85%) of the Title VI funds received by each state must be distributed to local educational agencies (i.e., public school districts for implementing innovative assistance programs. Funds are distributed by each SEA to their respective school districts through an application system and are based on a formula prescribed by law (see *Distribution of Formula Funds to School Districts*).

Up to 15 percent (15%) of the Title VI funds received by a state may be reserved for state use. State-reserved funds are used to provide technical assistance, direct grants to local school districts, and to carry out statewide education reform activities. Of the 15 percent (15%) reserved for state use, no more than 25 percent (25%) of the funds may be used for state administration of the Title VI program (equivalent to 3.75% of the total allocation to a state).

3.6 DISTRIBUTION OF FORMULA FUNDS TO SCHOOL DISTRICTS

The formula for distributing Title VI funds to local educational agencies is based upon public school enrollment and enrollment of participating private nonprofit schools. The formula is adjusted to provide higher per pupil allocations for those school districts with children whose education imposes a higher than average cost per child. According to the Title VI statute, three factors may be used by an SEA to develop criteria for adjusting the per pupil allocations: (1) children living in areas with high concentrations of low-income families; (2) children from low-income families; and (3) children living in sparsely populated areas. The criteria for making formula funds adjustments must be approved by the U. S. Department of Education.

Local educational agencies (public school districts) apply for Title VI funds from their respective SEAs. A school district may submit a separate application for Title VI funds or, under circumstances authorized in Section 14305 of the ESEA (20 USC 8855), a consolidated application. Information required to be included in the application varies as to the type of application and the statutory/regulatory requirements pertaining to the type of application submitted.

Except for certain provisions in the law, local school districts have complete discretion in determining how funds are divided among the innovative assistance program areas authorized in Title VI.

3.7 STATE-RESERVED FUNDS

Up to 15 percent of the Title VI funds allocated to a state may be reserved for providing technical assistance, direct grants to school districts, and statewide education reform initiatives. Direct grants provided to school districts and statewide education reform activities conducted by states must be identified with one or more of the eight innovative assistance program areas authorized by law. No more than 25 percent of this 15 percent state reserved may be used by a state for administration of the Title VI program(equivalent to 3.75% of the total allocation to a state). State administration activities include supervision of the allocation of funds to school districts; planning, supervising, and processing of state funds; and monitoring and evaluating Title VI programs and activities.

3.8 PRIVATE NONPROFIT SCHOOL PARTICIPATION

Local educational agencies (i.e., public school districts) must provide equitable services from Title VI to benefit children enrolled in private nonprofit schools if, after consultation with appropriate private nonprofit school officials, the officials of the private nonprofit schools indicate that they wish their children to receive Title VI benefits. The public school district must annually contact the private nonprofit schools within the school district's boundaries to determine which schools wish to participate.

The LEA must consult with the officials of participating private nonprofit schools to establish the types of Title VI services to be provided to the students at each school. If the requested services are authorized under Title VI, the LEA must provide those services to the private nonprofit school students whether or not the services desired are the same Title VI services the LEA provides to the public school children. Title VI expenditures must be equal (consistent with the number of children served) for services to private nonprofit school children and public school children, taking into consideration the needs of the children and other pertinent factors.

3.9 SUPPLEMENT NOT SUPPLANT

According to Section 6401(b) of Title VI of the ESEA, a state educational agency or local educational agency may use and allocate funds received under Title VI only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title VI funds, be made available from non-federal sources. In no case may Title VI funds be used to supplant funds

from non-federal sources. Any program activity required by state law or state board of education rules may not be funded with these funds. Funds are intended to enhance or expand existing services, to provide new services, or to provide services that would not otherwise be available. Funds may not be diverted for other purposes simply because of the availability of Title VI funds.

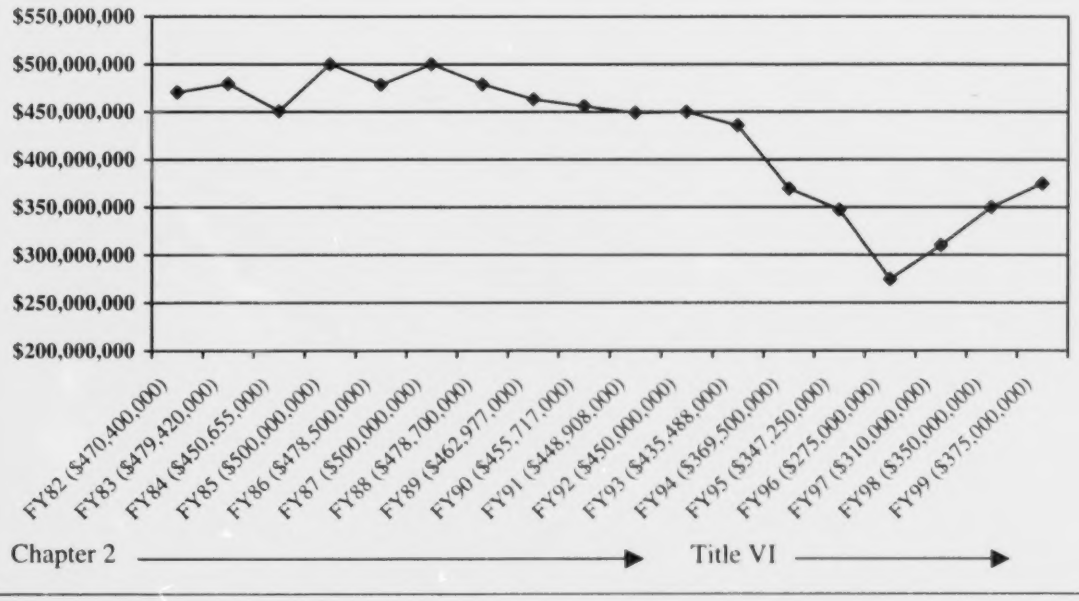
3.10 REPORTING REQUIREMENTS

State educational agencies are required to report biennially (i.e., once every two years) to the U. S. Department of Education on the use of Title VI funds. The report requires information about the use of funds at the local school district level, including the amount of Title VI funds budgeted among the innovative assistance program areas; the number of students served; and the number of teachers participating in training funded from Title VI. The biennial report includes information for public schools as well as for participating private nonprofit schools. The report also requires information about the use of funds at the state level according to the same categories.

Figure 1 provides the national appropriation for the former Chapter 2 and Title VI for each year since the inception of Chapter 2.

Appendix A provides the allocation for each state for the 1997-98 school year.

Figure 1.
Chapter 2 / Title VI Annual Appropriations



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Section 4

METHODOLOGY

Survey data summarizes the impact of Title VI programs on: 19,140,496 students in 5,247 public school districts and 1,391,668 in 1,701 (known) private nonprofit schools in 45 states and territories across the nation.

The Title VI National Steering Committee is made up of the state coordinators from all 50 states and the outlying territories. The state coordinators serve as the liaison between their individual state educational agency and the U. S. Department of Education.

Staff of members of Congress who serve on Congressional committees and other interested parties requested a "national summary" of the Title VI evaluations of effectiveness conducted by states. In an effort to accommodate this request, the Title VI National Steering Committee developed a "generic" survey to be used by states on a **voluntary** basis with their respective local educational agencies (LEAs) (i.e., local school districts). Each state then either customized this generic survey for use with their local districts, or developed their own survey and evaluation methodology.

State which chose to participate in the national evaluation summary were requested to use the generic survey, adapted to meet the needs within their own state, to survey their public school districts. Appendix B contains the generic survey. The wording on this survey was modified slightly for use by private nonprofit schools and state educational agencies. To determine if Title VI is effective in meeting the purposes of the statute and to facilitate data analyses, the questions in the survey were grouped according to the following five categories:

(1) District/Private Nonprofit School/State Use of Title VI Funds;
(2) Impact of Title VI on Students;
(3) Impact of Title VI on Improvement in Instructional Services;
(4) Impact of Title VI on Educational Innovation and Local School Reform Efforts and National School Reform Efforts; and
(5) Recommendations for Improving the Title VI Program.

The last page of the survey (see Appendix B) provided space for districts, private nonprofit schools, and state educational agencies to submit descriptions of programs they considered exemplary based on the criteria listed in the survey.

Each state chose to collect and submit data for either 1996-97 or 1997-98 for most questions. Twenty-seven states collected data based on the 1996-97 school year, while 17 states collected data based on the 1997-98 school year. Each state also chose a sampling method that best met the needs of their state. (Several states mailed the survey to every public school district in the state, while others limited the sample size to a representative group.) To facilitate the compilation of the data into the national evaluation of effectiveness, states were then requested by the Evaluation Committee of the Title VI National Steering Committee to analyze and summarize their state data according to specifications (see Appendix C). The participating states submitted their information to the Texas Title VI evaluator for compilation into this national report which was done during the 1998-99 school year. A large majority of states and territories participated in this effort, with 44 states sending in public school district data; 41 states sending in private nonprofit school data; and 36 states sending in data on the use of their state set-aside funds, sometimes referred to as "state-reserved" funds or "discretionary" funds. Detailed information on the submission of data by states is provided in Tables 1, 1a, 1b, 2, and 3 in Section 4 of this report.

Table 1.
Participating States and Territories

State/ Territory	Public School Data (Year Reported)	Private Nonprofit School Data (Year Reported)	State Educational Agency Data (Year Reported)
Alabama	1996-97	1996-97	1996-97
Arizona	1996-97	1996-97	1996-97
Arkansas	1996-97	1996-97	1996-97
California	1997-98	1997-98	1997-98
Colorado	1997-98	1997-98	1997-98
Connecticut	1996-97	1997-98	1997-98
Florida	1996-97	none	none
Guam	1996-97	1997-98	none
Hawaii	1997-98	1997-98	none
Illinois	1996-97	1996-97	1997-98
Indiana	1996-97	1996-97	1996-97
Iowa	1996-97	none	1996-97
Kentucky	1996-97	1996-97	1996-97
Louisiana	1996-97	1996-97	1997-98
Maine	1997-98	1997-98	1997-98
Maryland	1996-97	1996-97	1997-98
Massachusetts	1996-97	1996-97	1996-97
Michigan	1996-97	1996-97	1996-97
Minnesota	1997-98	1997-98	none
Mississippi	1996-97	1996-97	none
Missouri Bypass	none	1996-97	none
Montana	1997-98	1997-98	1997-98
Nebraska	1997-98	1997-98	1997-98
Nevada	1996-97	1997-98	1997-98
New Hampshire	1997-98	1997-98	none
New Jersey	1996-97	1996-97	1997-98
New York	1996-97	1996-97	1996-97
North Carolina	1996-97	none	1996-97
North Dakota	1997-98	1997-98	1996-97
Ohio	1997-98	1997-98	1996-97
Oregon	1996-97	1997-98	1997-98
Pennsylvania	1996-97	1996-97	1997-98
Puerto Rico	1997-98	1997-98	none
Rhode Island	1996-97	1996-97	1997-98
South Carolina	1996-97	1996-97	1997-98
Tennessee	1996-97	1996-97	1996-97
Texas	1997-98	1997-98	1997-98
Utah	1997-98	1997-98	1997-98
Vermont	1997-98	1997-98	1997-98
Virginia	1996-97	1996-97	1996-97
Washington	1996-97	1996-97	1997-98
Washington, DC	1997-98	1997-98	1997-98
West Virginia	1996-97	1996-97	none
Wisconsin	1997-98	1997-98	1997-98
Wyoming	1997-98	none	1996-97
TOTAL (45)	44	41	36

Table 1a.
Demographics of Participating States
Public School Districts
Reporting 1996-97 Data

State/ Territory	Total # School Districts in State	Total # Schools in State	Total # Students	Districts w/Title VI	# Districts Surveyed	# Districts Participating	Sample Size	Return Rate
Alabama	128	1,471	665,453	128	128	120	100.0%	93.8%
Arizona	244	1,272	783,547	226	53	43	23.5%	81.1%
Arkansas	314	1,500	457,630	314	314	105	100.0%	33.4%
Connecticut	166	1,045	523,054	NA	176	168	NA	95.5%
Florida	75	3,197	2,241,166	75	75	75	100.0%	100.0%
Guam	1	35	14,206	1	1	1	100.0%	100.0%
Illinois	906	4,018	1,889,882	886	886	355	100.0%	40.1%
Indiana	294	1,922	981,883	292	0	0	0%	0%
Iowa	379	NA	497,386	379	377	194	99.5%	51.5%
Kentucky	176	1,402	663,071	176	179	161	100.0%	89.9%
Louisiana	72	1,563	792,315	72	72	62	100.0%	86.1%
Maryland	24	1,284	818,583	24	24	19	100.0%	79.2%
Massachusetts	463	1,852	935,623	387	387	295	100.0%	76.2%
Michigan	691	3,748	1,619,305	691	36	34	5.2%	94.4%
Mississippi	153	1,018	504,168	153	152	104	99.4%	68.4%
Nevada	17	423	282,131	17	17	17	100.0%	100.0%
New Jersey	594	2,310	1,218,578	550	83	48	15.1%	57.8%
New York	707	4,111	2,811,944	707	23	19	3.3%	82.6%
North Carolina	119	1,985	1,199,962	NA	117	80	NA	68.4%
Oregon	220	1,222	537,854	215	119	87	55.4%	73.1%
Rhode Island	40	317	151,325	40	40	40	100.0%	100.0%
Pennsylvania	501	3,313	1,804,256	500	500	375	100.0%	75.0%
South Carolina	92	1,061	655,323	92	92	92	100.0%	100.0%
Tennessee	144	1,563	952,645	142	142	139	100.0%	97.9%
Virginia	136	1,873	1,096,279	136	135	125	99.3%	92.6%
Washington	296	2,124	971,903	289	289	132	100.0%	45.7%
West Virginia	65	866	308,053	64	64	53	100.0%	82.8%
TOTAL (27)	7,017	46,495	25,377,525	6,556	4,481	2,943	NA	*65.7%

* This was computed by dividing the total number of districts returning surveys by the total number surveyed.

Table 1b.
Demographics of Participating States
Public School Districts
Reporting 1997-98 Data

State/ Territory	Total # School Districts in State	Total # Schools in State	Total # Students	Districts w/Title VI	# Districts Surveyed	# Districts Participating	Sample Size	Return Rate
California	1,052	8,179	5,727,303	1,049	190	80	18.1%	42.1%
Colorado	176	1,544	687,167	170	170	126	100.0%	74.1%
Hawaii	1	NA	188,485	1	1	1	100.0%	100.0%
Maine	235	702	213,965	233	233	218	100.0%	93.6%
Minnesota	381	1,602	853,302	381	372	195	97.6%	52.4%
Montana	461	885	164,627	445	41	39	92.1%	95.1%
Nebraska	646	1,411	292,119	587	151	102	25.7%	67.6%
New Hampshire	177	458	198,326	177	177	117	100.0 %	66.1%
North Dakota	231	493	116,103	223	223	181	100.0%	81.2%
Ohio	727	3,815	1,760,712	727	727	532	100.0%	73.2%
Puerto Rico	101	1,545	618,861	101	0	0	0%	NA
Texas	1,061	6,665	3,891,877	1,061	1,061	468	100.0%	44.1%
Utah	40	684	479,751	40	40	40	100. 0%	100.0%
Vermont	383	420	105,984	383	**60	**51	15.7%	85.0%
Washington DC	2	170	77,205	2	2	1	100.0%	50.0%
Wisconsin	426	2,073	881,248	411	207	114	50.4%	55.1%
Wyoming	49	410	98,777	39	39	39	100.0%	100.0%
TOTAL (17)	6,149	31,056	16,355,812	6,030	3,694	2,304	NA	62.4%

* This was computed by dividing the total number of districts returning surveys by the total number surveyed.
** These are supervisory unions/districts.

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Table 2.
Data For Participating States Completing Private Nonprofit School Surveys and/or Supplying Fiscal and Student Service Data
1996-97 and 1997-98

1996-97 Data				1997-98 Data			
State/ Territory (21)	Number of private nonprofit schools surveyed	Number of private nonprofit school surveys returned	Fiscal or other data supplied by the state	**State/ Territory (20)**	Number of private nonprofit schools surveyed	Number of private nonprofit school surveys returned	Fiscal or other data supplied by the state
Alabama	30	30	Yes	California	190	23	Yes
Arizona	None	None	Yes	Colorado	171	113	Yes
Arkansas*	Unknown	10	Yes	Connecticut*	Unknown	Unknown	Yes
Illinois	Unknown	34	Yes	Guam	None	None	Yes
Indiana	None	None	Yes	Hawaii	None	None	Yes
Kentucky*	Unknown	41	Yes	Maine	58	55	Yes
Louisiana	Unknown	54	Yes	Minnesota	Unknown	Unknown	Yes
Maryland*	Unknown	Unknown	Yes	Montana	32	23	Yes
Massachusetts	150	29	Yes	Nebraska	115	81	Yes
Michigan	4	3	Yes	Nevada*	Unknown	Unknown	Yes
Mississippi	Unknown	31	Yes	New Hampshire	187	56	Yes
Missouri Bypass	433	338	No	North Dakota	41	3	Yes
New Jersey	15	3	Yes	Ohio	886	287	Yes
New York	27	23	Yes	Oregon	None	None	Yes
Pennsylvania	Unknown	14	Yes	Puerto Rico	None	None	Yes
Rhode Island	None	None	Yes	Texas	Unknown	43	Yes
South Carolina	None	None	Yes	Utah	29	29	Yes
Tennessee	Unknown	50	Yes	Vermont	20	16	Yes
Virginia	151	128	Yes	Washington DC	28	19	Yes
Washington*	Unknown	24	Yes	Wisconsin	Unknown	141	Yes
West Virginia	None	None	Yes				
TOTALS	810 (Known)	812 (Known)		**TOTALS**	1,757 (Known)	889 (Known)	

* Other than fiscal data, these states submitted public and private nonprofit school data that were summarized together, rather than separately. Therefore, data for these states are reported as part of the public school results.

Table 3.
Data From States Completing the State Survey on the Use of State-Reserved Funds
1996-97 and 1997-98

States Submitting 1996-97 Data (15 States)	States Submitting 1997-98 Data (21 States)
Alabama; Arizona; Arkansas; Indiana; Iowa; Kentucky; Massachusetts; Michigan; New York; North Carolina; North Dakota; Ohio; Tennessee; Virginia; and Wyoming.	California; Colorado; Connecticut; Illinois; Louisiana; Maine; Maryland; Montana; Nebraska; Nevada; New Jersey; Oregon; Pennsylvania; Rhode Island; South Carolina; Texas; Utah; Vermont; Washington; Washington, DC; and Wisconsin.

Section 5
FINDINGS

Survey data summarizes the impact of Title VI programs on: 19,140,496 students in 5,247 public school districts and 1,391,668 students in 1,701 (known) private nonprofit schools in 45 states and territories across the nation.

The changes authorized by the U.S. Congress in 1994 to the Title VI program through the Improving America's Schools Act (IASA) solidified the relationship between Title VI and local, state, and national reform initiatives. By expanding the scope and number of the innovative assistance program areas in the statute, recipients of Title VI funding and services were given increased latitude to meet program priorities and to support local school reform initiatives consistent with Goals 2000 and the National Education Goals. These changes also enhanced the capacity of public and private nonprofit schools and state educational agencies to sustain their flexibility in addressing and tailoring programs to meet the specific needs of their constituents.

To comply with the statutory requirement to conduct an evaluation of effectiveness of programs and activities funded under Title VI, 44 states and territories plus one private nonprofit school bypass agent (Missouri) chose to participate in this "national" evaluation effort. States voluntarily cooperated in the dissemination of surveys to their local districts and in the analysis and summarization of the data. The administration of the surveys occurred in the spring of 1998. States chose to collect either 1996-97 data or 1997-98 data. States also chose the appropriate sampling method that best met their needs.

Public School Data

States sent surveys to a total of 8,175 public school districts across the nation. A total of 5,247 public school districts participated in the survey. The total average return rate for all public school districts in the nation sent a survey was 64.05% (average return rate was 65.7% for states collecting 1996-97 data; average return rate was 62.4% for states collecting 1997-98 data). Table 1 lists the states that participated in the national summary and identifies the populations (public school districts, private nonprofit schools, state educational agency) for which data were submitted, as well as the year for which data were collected and submitted for each of the three populations. Tables 1a (1996-97 data) and 1b (1997-98 data) present detailed demographic information about the states (and territories) that participated in the national summary, including the total number of districts, schools, and students in the state. These tables also provide the number and percentage of public schools sampled for each state and the overall return rate.

Private Nonprofit School Data

A total of 2,134 (known) surveys were sent to private nonprofit schools. The figure of total surveys sent is, in reality, higher, but unknown. Additionally, one private nonprofit school bypass agent (Missouri) sent a total of 433 surveys to private nonprofit schools participating in Title VI. A total of 1,701 (known) private nonprofit schools participated in the survey. Table 2 presents information on states that collected and submitted private nonprofit school data for each year. Information is provided on the total number of schools surveyed and the number of schools that returned surveys. In all, 40 states/territories and one state private nonprofit school bypass agent participated in the private school data collection. In some cases, the number of private schools surveyed and returning a survey is "unknown". This is primarily because the state educational agency held the public school districts accountable for distributing the survey to participating private nonprofit schools within their boundaries, and the state did not know how many private nonprofit school surveys were sent out or returned to the districts.

DATA ON THE USE OF STATE-RESERVED FUNDS

Table 3 identifies the information submitted by states on the use of state-reserved funds for each year. State-reserved funds (up to 25% of the total allocation to a state) may be used to provide technical assistance, direct grants to local school districts, and to carry out statewide education reform activities. Of the 25% set aside for state use, up to 15% may be used for administration of the Title VI program at the state level (equivalent to 3.75% of the total allocation to a state). As can be seen in Table 3, 36 states/territories participated in the collection of data on the use of state-reserved funds by state educational agencies.

Survey data summarizes the impact of Title VI programs on **19,140,496 students** in **5,247 public school districts** and **1,391,668 students** in **1,701 (know) private nonprofit schools** in **45 states** and territories across the nation for the two years combined. A total of **2,532,107 students received** some form of **services funded from Title VI state-reserved (discretionary) funds**. Some student counts may be duplicated due to some students may be served in more than one program under a specified innovative assistance program area. In addition, these numbers should be interpreted cautiously due to the differentiation in reporting by states. Some states provided student participation data only for those districts that participated in the survey in those states. Other states provided student participation data for all districts in the state, whether or not the district participated in the survey. Thus, the number of students actually receiving Title VI services will be much greater than the numbers provided in the data.

The data presented in this report are summarized at the broadest level. Not all states submitted data in all categories, so the summaries only reflect the number of states that supplied information for each survey item. If more detail is desired about the data collected and submitted for any one state, a list of Title VI state coordinators/contacts is in Appendix D. The term "state" as used in this report includes Puerto Rico, Guam, and Washington, DC.

ORGANIZATION OF FINDINGS

The findings are presented in the order in which they were asked in the survey. Data on the use of formula funds allocated to public school districts is presented first, followed by private nonprofit school data, and then data on the use of state-reserved funds by state educational agencies. Each item for public school data will have an "a" and "b" table. States submitted data either for the 1996-97 or for the 1997-98 school year, but not for both. The "a" table contains the summary for states submitting 1996-97 data, and the "b" table contains the summary for states submitting 1997-98 data. This "a" and "b" pattern is repeated for private nonprofit school data and data submitted on the use of state-reserved funds.

After each table series, key data will be summarized briefly. Due to the extensive amount of data from the responses to the open-ended questions, the five responses most frequently mentioned by each state were summarized across states. Those responses mentioned most frequently are listed with the number of states where this was a frequent response. The data from both the 1996-97 and 1997-98 years were summarized together for the open-ended questions.

Integrated throughout the report are descriptions of Title VI Exemplary Programs, as well as selected quotations from public school districts, private nonprofit schools, and state educational agencies. These exemplary programs and quotations illustrate the variety of innovative programs and activities that are being funded across the nation and demonstrate the types of efforts that would not exist in the absence of Title VI. The exemplary programs showcased were selected by a panel of Title VI coordinators and evaluators from those descriptions submitted that best represented the criteria specified in the survey. If more details about these programs are desired, please contact that state's Title VI coordinator/contact as shown in Appendix D.

Section 1: District/School/State Use of Title VI Funds

Section 1 presents how each state reported allocating Title VI funds among the innovative assistance program areas. The data in the tables reporting actual funds should be interpreted very cautiously because some states reported this information for all of their districts, while others reported data only for the districts that returned surveys. *The most appropriate way to examine these data is to look at the average percentage allocated among the innovative assistance program areas.*

Also in this section are the number of full-time equivalent (FTE) personnel funded in full or in part by Title VI that were reported by districts, private nonprofit schools, and states. Responses to open-ended questions are also provided about the improvement efforts the flexibility of Title VI funds has allowed, and about the programs that would not have been implemented without Title VI funds.

Title VI Exemplary Program:
Parents PLUS Family Resource Center, Bentonville Public Schools—Arkansas

In response to Goal 1 of the National Education Goals, the Bentonville school district established the Parents PLUS Family Resource Center. This is a district-wide program uniting families, schools, and the community with the goal of ensuring that students arrive at school ready to learn. The program fosters parent involvement through early childhood education, parent and adult education, and the coordination of community resources. The program is truly a collaborative effort involving numerous social service agencies, community organizations, community colleges, churches, and local businesses. Established during the 1994-95 school year, the program served approximately 100 parents during its first year. In 1997-98, Parents PLUS offers more than 130 school and community programs annually serving more than 1,500 parents.

Question 1. Provide the total amount of district or school Title VI funds allocated to each of the Innovative Assistance areas during the 1996-1997 school year.

Table 4a.
Public School Districts—Use of Formula Funds
24 States Reporting 1996-97 Data

Innovative Assistance Areas	Average Amount Allocated	Range of Amounts Allocated	Average %	Range of Percentages	No. States Allocating Funds
1. Tech./School Reform	$438,905	$87,693-$1,221,397	10.0%	4.3%-24.8%	24 (100.0%)
2a. Library Materials	$902,800	$81,332-$2,338,512	20.1%	6.3%-44.8%	24 (100.0%)
2b. Computers, Etc.	$710,978	$100,959-$2,975,899	14.6%	3.6%-31%	24 (100.0%)
2c. Other Materials	$196,103	$12,469-$738,908	4.2%	0.9%-14.7%	23 (95.8%)
3. Promising Reform	$386,301	$23,054-$1,347,707	7.9%	1.1%-20.6%	23 (95.8%)
4. At Risk Students	$603,245	$39,097-$2,018,999	14.2%	2.9%-42.2%	24 (100.0%)
5. Literacy Programs	$108,558	$5,785-$372,855	2.4%	0.2%-7.4%	22 (91.7%)
6. Gifted Students	$145,981	$4,918-$522,754	3.2%	0.1%-9.2%	24 (100.0%)
7. Reform/Goals 2000	$539,902	$19,755-$2,334,007	13.5%	1.1%-66.3%	23 (95.8%)
8. Title I Sch. Improv.	$278,000	$3,500-$3,044,285	4.2%	0.09%-34.0%	22 (91.7%)
9. Title I Schoolwide	$58,077	$2,000-$432,602	1.1%	0.04%-6.4%	10 (41.7%)
10. Administration	$212,529	$24,338-$1,026,960	4.6%	0.7%-16.7%	22 (91.7%)

Table 4b.
Public School Districts—Use of Formula Funds
16 States Reporting 1997-98

Innovative Assistance Areas	Average Amount Allocated	Range of Amounts Allocated	Average %	Range of Percentages	No. States Allocating Funds
1. Tech./School Reform	$451,512	$51,429-$1,381,213	14.6%	1.2%-34.3%	16 (100.0%)
2a. Library Materials	$898,191	$84,366-$4,597,581	17.1%	6.5%-51.5%	15 (93.8%)
2b. Computers, Etc.	$460,034	$65,307-$2,294,560	16.0%	3.8%-51.3%	15 (93.8%)
2c. Other Materials	$202,602	$17,799-$1,208,046	5.7%	1.4%-25.7%	15 (93.8%)
3. Promising Reforms	$364,831	$11,775-$1,331,914	12.0%	1.1%-40.3%	15 (93.8%)
4. At Risk Students	$505,983	$27,266-$3,194,547	10.8%	2.0%-29.3%	16 (100.0%)
5. Literacy Programs	$146,233	$1,441-$836-873	3.6%	0.03%-19.6%	14 (87.5%)
6. Gifted Students	$170,657	$4,321-$1,023,837	3.4%	0.4%-8.7%	15 (93.8%)
7. Reform/Goals 2000	$416,522	$40,548-$2,997,294	9.9%	3.0%-22.5%	15 (93.8%)
8. Title I Sch. Improv.	$83,433	$2,279-$356,970	3.0%	0.07%-14.8%	15 (93.8%)
9. Title I Schoolwide	$61,768	$2,960-$807,260	0.9%	0.07%-4.1%	8 (50.0%)
10. Administration	$128,693	$1,309-$720,439	3.0%	0.1%-16.9%	14 (87.5%)

Data Interpretation (using Table 4a #1. as an example):
Average % = the average % of funds allocated in the area of *Tech/School Reform* across the 24 states, i.e., each of the 24 states had an average of funds allocated for each *Innovative Assistance Area*. These averages were then averaged to arrive at the *Average %*.
Range of Percentages = lowest % and highest % allocated in that area by any of the 24 states.

- The highest percentage of funds in public school districts was allocated for **library services and materials, including media materials** (area 2a)—20.1% for districts reporting 1996-97 data and 17.1% for districts reporting 1997-98 data.
- **Title I schoolwide programs** received the lowest allocation of funds. Half or less of the states reported public school districts allocated funds in this area.
- The second highest percentage of funds were allocated **for computer software and hardware for instructional use** (14.6% for districts reporting 1996-97 data, and 16.0% for districts reporting 1997-98 data).
- Districts reporting 1996-97 data reported a slightly higher percentage of money allocated to programs for **disadvantaged students** and less to **technology related to school reform;** the reverse was true for districts reporting 1997-98 data.
- Districts also reported a slightly higher allocation to **school reform activities consistent with Goals 2000** than did the 1997-98 districts (13.5% versus 9.9%).

Table 5a.
Private Nonprofit Schools—Benefit Received from Formula Funds
18 States Reporting 1996-97 Data

Innovative Assistance Areas	Average Amount Allocated	Range of Amounts Allocated	Average %	Range of Percentages	No. States Allocating Funds
1. Tech./School Reform	$40,950	$752-$1,275,339	6.2%	1.2%-22.5%	18 (100.0%)
2a. Library Materials	$182,023	$4,558-$570,523	38.4%	12.2%-79.8%	18 (100.0%)
2b. Computers, Etc.	$131,453	$4,437-$675,631	25.4%	5.1%-64.0%	18 (100.0%)
2c. Other Materials	$110,362	$5,177-$996,942	17.0%	2.3%-41.6%	17 (94.4%)
3. Promising Reform	$20,744	$343-$230,430	1.3%	0.2%-9.6%	12 (66.7%)
4. At Risk Students	$24,551	$526-$315,795	2.4%	0.2%-25.3%	14 (77.8%)
5. Literacy Programs	$2,399	$154-$14,844	1.2%	0.02%-2.9%	11 (61.1%)
6. Gifted Students	$9,132	$244-$77,740	1.2%	0.02%-4.7%	12 (66.7%)
7. Reform/Goals 2000	$13,241	$585-$73,481	5.0%	0.1%-22.5%	16 (88.9%)
8. Title I Sch. Improv.	$12,229	$1,000-$213,763	0.5%	0.2%-8.9%	3 (16.7%)
9. Title I Schoolwide	$2,025	$1,873-$34,582	0.2%	0.08%-2.8%	2 (11.1%)
10. Administration	$8,830	$2,067-$40,167	1.8%	0.4%-7.8%	8 (44.4%)

Table 5b.
Private Nonprofit School—Benefit Received from Formula Funds
16 States Reporting 1997-98 Data

Innovative Assistance Areas	Average Amount Allocated	Range of Amounts Allocated	Average %	Range of Percentages	No. States Allocating Funds
1. Tech./School Reform	$32,242	$5,719-$133,926	13.0%	1.2%-35.9%	13 (81.3%)
2a. Library Materials	$113,953	$2,469-$461,811	34.9%	4.0%-97.7%	16 (100.0%)
2b. Computers, Etc.	$53,103	$3,698-$155,360	22.6%	2.2%-47.2%	14 (87.5%)
2c. Other Materials	$34,603	$1,128-$134,565	9.5%	1.4%-31.4%	14 (87.5%)
3. Promising Reforms	$7,708	$675-$63,486	3.5%	0.8%-19.1%	12 (75.0%)
4. At Risk Students	$24,281	$150-$198,703	5.9%	0.2%-37.5%	11 (68.8%)
5. Literacy Programs	$2,363	$160-$20,127	1.1%	0.03%-12.2%	9 (56.3%)
6. Gifted Students	$5,068	$901-$46,757	1.3%	0.1%-8.5%	10 (62.5%)
7. Reform/Goals 2000	$8,617	$187-$27,580	4.1%	0.07%-25.4%	13 (81.3%)
8. Title I Sch. Improv.	$2,979	$305-$39,930	1.1%	0.07%-9.9%	4 (25.0%)
9. Title I Schoolwide	$513	$513	0.08%	0.08%	1 (6.3%)
10. Administration	$14,685	$34-$134,742	3.0%	0.01%-28.4%	6 (37.5%)

- Private nonprofit schools allocated the largest percentage of their funds for **library services and materials including media materials** (38.4% for schools reporting 1996-97 data and 34.9% for schools reporting 1997-98 data); similar to public school districts.

Table 6a.
Use of State-Reserved Funds
14 States Reporting 1996-97 Data

Innovative Assistance Areas	Average Amount Allocated	Range of Amounts Allocated	Average %	Range of Percentages	No. States Allocating Funds
1. Tech./School Reform	$52,675	$52,055-$617,892	2.2%	6.3%-21.5%	3 (21.4%)
2a. Library Materials	$58,946	$32,534-$647,544	4.1%	2.0%-27.1%	5 (35.7%)
2b. Computers, Etc.	$208,202	$57,888-$358,516	11.0%	7.0%-15.0%	2 (14.3%)
2c. Other Materials	$46,425	$24,973-$77,792	11.6%	1.1%-37.4%	5 (35.7%)
3. Promising Reform	$141,306	$22,000-$518,989	22.5%	2.5%-74.7%	11 (78.6%)
4. At Risk Students	$52,279	$21,864-$383,488	3.2%	5.0%-16.3%	5 (35.7%)
5. Literacy Programs	$43,348	$3,000-$545,596	2.1%	0.4%-19.0%	4 (28.6%)
6. Gifted Students	$20,886	$12,249-$201,008	1.3%	0.7%-8.5%	5 (35.7%)
7. Reform/Goals 2000	$137,071	$1,055-$512,514	23.5%	0.1%-79.4%	11 (78.6%)
8. Title I Sch. Improv.	$60,063	$44,832-$373,302	5.9%	5.5%-33.7%	6 (42.9%)
9. Title I Schoolwide	$0	$0	0.0%	0.0%	0 (0.0%)
10. Administration	$135,879	$8,847-$574,310	18.7%	2.0%-25.0%	14 (100%)

Table 6b.
Use of State-Reserved Funds
19 States Reporting 1997-98 Data

Innovative Assistance Areas	Average Amount Allocated	Range of Amounts Allocated	Average %	Range of Percentages	No. States Allocating Funds
1. Tech./School Reform	$37,319	$7,554-$160,000	6.3%	3.0%-47.3%	9 (47.4%)
2a. Library Materials	$44,674	$5,000-442,380	10.2%	0.5%-100.0%	8 (42.1%)
2b. Computers, Etc.	$3,7573	$6,416-$114,919	3.7%	0.7%-6.0%	4 (21.1%)
2c. Other Materials	$12,582	$10,700-$16,047	4.2%	3.1%-5.2%	3 (15.8%)
3. Promising Reform	$281,825	$11,331-$1,966,215	17.5%	1.8%-100.0%	11 (57.9%)
4. At Risk Students	$97,004	$21,718-$1,140,130	5.3%	4.6%-21.1%	9 (47.4%)
5. Literacy Programs	$115,030	$7,700-$1,225,408	6.6%	3.3%-35.6%	8 (42.1%)
6. Gifted Students	$38,131	$3,000-$478,831	2.3%	0.5%-25.0%	8 (42.1%)
7. Reform/Goals 2000	$165,440	$12,276-$591,203	22.6%	4.3%-76.2%	13 (68.4%)
8. Title I Sch. Improv.	$150,327	$74,812-344,824	15.7%	3.1%-51.3%	6 (31.6%)
9. Title I Schoolwide	$36,062	$3,358-$519,707	1.5%	1.5%-11.6%	5 (26.3%)
10. Administration	$187,564	$49,250-$1,050,387	17.5%	12.0%-24.3%	15 (78.9%)

- States allocated the highest percentages of their state-reserved funds for school **reform activities consistent with Goals 2000** (23.5% for states reporting 1996-97 data and 22.6% for states reporting 1997-98 data).

- The second highest percentage of funds allocated by states from state-reserved funds was for **promising education reform projects** (22.5% for states reporting 1996-97 data, and 17.5% for states reporting 1997-98 data).

- States allocation patterns differed from those reported by districts and private nonprofit schools, to focus more on broader-based reform efforts and program administration.

- While states were allowed to allocate a maximum of 25% of their state-reserved funds for **administration,** states reporting 1996-97 data reported allocating an average of only 17.6%, while states reporting 1997-98 data reported allocating an average of only 17.5% for administration. This converts to an average of 2.8% of the *total* allocated to states for 1996-97 and an average of 2.9% for 1997-98 used for administration of the Title VI program.

Question 1b. Provide the total number of personnel funded in full or in part under Title VI in your district or school during the 1996-97 school year. Please report as full-time equivalents (FTEs)

The full-time equivalents (FTEs) represent the total of all staff reported, funded in full or in part by Title VI (for example, 4 teachers funded 50% by Title VI equal 2.0 FTEs).

Table 7a.
FTEs Funded from Title VI--Public School Districts
20 States Reporting 1996-97 Data

Personnel Type	Avg. No. FTEs	Range of FTEs	Average Percentage of FTEs	Range in Percentages of FTEs	No. States w/FTEs in This Area
Teachers	92	1.0-967	44.7%	12.5%-86.5%	20 (100.0%)
Librarians/Media Spec./Library Assts.	30	0.5-135	6.3%	0.4%-21.0%	8 (40.0%)
Counselors/Social Workers	9	0.7-48	5.1%	0.1%-13.0%	9 (45.0%)
Parent/Comm. Liaisons/Family Services	26	0.2-155	10.0%	0.2%-26.8%	12 (60.0%)
Teacher Assistants/Tutors	21	3.5-78	20.0%	2.4%-62.5%	17 (85.0%)
Technology Coordinators/Assts.	14	0.1-65	3.4%	0.3%-10.8%	9 (45.0%)
Curriculum/Assessment Specialists	5	0.1-26	3.0%	0.1%-8.8%	13 (65.0%)
Special Projects Coordinators	4	0.2-11	0.4%	0.03%-25.3%	11 (55.0%)
Administrators	4	0.03-16	6.1%	0.02%-23.2%	17 (85.0%)
Support Staff/Others	25	0.5-221	17.0%	1.1%-53.2%	17 (85.0%)

Table 7b.
FTEs Funded from Title VI—Public School Districts
14 States Reporting 1997-98 Data

Personnel Type	Avg. No. FTEs	Range of FTEs	Average Percentage of FTEs	Range in Percentages of FTEs	No. States w/FTEs in This Area
Teachers	62	2.3-285	40.9%	5.2%-91.3%	13 (92.9%)
Librarians/Media Spec./Library Assts.	18	2.0-47	11.1%	1.8%-27.2%	9 (64.3%)
Counselors/Social Workers	14	0.1-48	4.7%	1.4%-10.3%	9 (64.3%)
Parent/Comm. Liaisons/Family Services	16	0.5-91	6.2%	0.2%-19.1%	8 (57.1%)
Teacher Assistants/Tutors	27	2.4-65	19.7%	5.6%-50.6%	10 (71.4%)
Technology Coordinators/Assts.	9	0.2-22	4.7%	0.4%-11.9%	8 (57.1%)
Curriculum/Assessment Specialists	13	0.5-86	8.4%	0.6%-38.6%	10 (71.4%)
Special Projects Coordinators	7	0.3-25	1.6%	0.04%-5.5%	8 (57.1%)
Administrators	4	0.05-16	2.2%	0.1%-7.1%	11 (78.6%)
Support Staff/Others	14	1.3-34	20.8%	0.8%-75%	13 (92.9%)

- In public schools, **teachers** were the largest personnel group funded from Title VI (44.7% for states reporting 1996-97 data and 40.9% for states reporting 1997-98 data). Combined with 20.0% (1996-97) and 19.7% (1997-98) of **teacher assistants and tutors,** the majority of Title VI funds spent by public schools were spent for **staff who provide instruction directly to students** (64.7% for 1996-97 and 60.6% for 1997-98).

Table 8a.
FTEs Funded from Title VI—Private Nonprofit Schools
5 States Reporting 1996-97 Data

Personnel Type	Avg. No. FTEs	Range of FTEs	Average Percentage of FTEs	Range in Percentages of FTEs	No. States w/FTEs in This Area
Teachers	25.2	5.0-53.0	71.1%	4.8%-100.0%	5 (100.0%)
Librarians/Media Spec./Library Assts.	22.0	2.0-81.0	29.8%	3.6%-78.4%	4 (80.0%)
Counselors/Social Workers	1.0	1.0	2.6%	2.5%-2.8%	2 (40.0%)
Parent/Comm. Liaisons/Family Services	0.0	0.0	0.0%	0.0%	0 (0.0%)
Teacher Assistants/Tutors	7.0	7.0	19.4%	19.4%	1 (20.0%)
Technology Coordinators/Assts.	4.5	1.0-8.0	5.1%	2.5%-7.7%	2 (40.0%)
Curriculum/Assessment Specialists	1.0	1.0	1.0%	1.0%	1 (20.0%)
Special Projects Coordinators	0.1	0.1	0.1%	0.1%	1 (20.0%)
Administrators	1.1	1.1	1.1%	1.1%	1 (20.0%)
Support Staff/Others	4.1	1.0-7.2	4.8%	2.8%-6.9%	2 (40.0%)

Table 8b.
FTEs Funded from Title VI—Private Nonprofit Schools
6 States Reporting 1997-98 Data

Personnel Type	Avg. No. FTEs	Range of FTEs	Average Percentage of FTEs	Range in Percentages of FTEs	No. States w/FTEs in This Area
Teachers	45.7	0.1-37.2	53.5%	18.0%-100.0%	6 (100.0%)
Librarians/Media Spec./Library Assts.	10.7	2.0-27.0	10.8%	6.8%-13.1%	3 (50.0%)
Counselors/Social Workers	1.6	0.2-3.0	2.8%	1.5%- 4.2%	2 (33.36%)
Parent/Comm. Liaisons/Family Services	13.7	1.0-27	23.2%	13.1%-28.5%	3 (50.0%)
Teacher Assistants/Tutors	23.4	1.0-64.1	23.5%	11.1%-31.1%	3 (50.0%)
Technology Coordinators/Assts.	8.4	0.4-25.0	15.4%	7.1%-31.5%	4 (66.7%)
Curriculum/Assessment Specialists	4.0	1.0-7.0	2.8%	2.2%-3.4%	2 (33.3%)
Special Projects Coordinators	0.4	0.4	1.9%	1.9%	1 (16.7%)
Administrators	4.0	1.0-7.0	4.8%	3.3%-6.3%	2 (33.3%)
Support Staff/Others	4.0	1.0-6.0	7.3%	2.4%-13.1 %	3 (50.0%)

- In private nonprofit schools, **teachers** were the largest personnel group funded from Title VI (71.1% for states reporting 1996-97 data and 53.5% for states reporting 1997-98 data).

Table 9a.
FTEs Funded from Title VI—State-Reserved Funds
7 States Reporting 1996-97 Data

Personnel Type	Avg. No. FTEs	Range of FTEs	Average Percentage of FTEs	Range in Percentages of FTEs	No. States w/FTEs in This Area
Teachers	1.0	1.0	4.8%	4.8%	1 (14.3%)
Librarians/Media Spec./Library Assts.	1.1	0.3-2.0	2.4%	7.2%-9.5%	2 (28.6%)
Counselors/Social Workers	0.0	0.0	0.0%	0.0%	0 (0.0%)
Parent/Comm. Liaisons/Family Services	0.0	0.0	0.0%	0.0%	0 (0.0%)
Teacher Assistants/Tutors	0.0	0.0	0.0%	0.0%	0 (0.0%)
Technology Coordinators/Assts.	1.5	1.0-2.0	21.4%	9.5%-33.3%	2 (28.6%)
Curriculum/Assessment Specialists	2.2	1.7-3.0	26.9%	14.3%-49.9%	3 (42.9%)
Special Projects Coordinators	2.0	2.0	1.4%	9.5%	1 (14.3%)
Administrators	1.3	0.5-3.0	38.2%	4.8%-100.0%	7 (100.0%)
Support Staff/Others	4.3	1.0-10.0	46.3%	28.7%-75.0%	6 (85.7%)

Table 9b.
FTEs Funded from Title VI—State-Reserved Funds
18 States Reporting 1997-98 Data

Personnel Type	Avg. No. FTEs	Range of FTEs	Average Percentage of FTEs	Range in Percentages of FTEs	No. States w/FTEs in This Area
Teachers	8.1	1.5-20.8	46.2%	17.7%-100.0%	3 (16.7%)
Librarians/Media Spec./Library Assts.	1.6	0.3-5.0	15.8%	3.0%-30.8%	6 (33.3%)
Counselors/Social Workers	0.7	0.1-1.0	10.2%	0.8%-28.6%	3 (16.7%)
Parent/Comm. Liaisons/Family Services	1.1	0.7-1.5	10.3%	8.5%-11.8%	3 (16.7%)
Teacher Assistants/Tutors	8.8	2.5-15.1	19.4%	17.7%-21.1%	2 (11.1%)
Technology Coordinators/Assts.	1.2	0.3-2.2	22.3%	2.6%-55.6%	6 (33.3%)
Curriculum/Assessment Specialists	1.7	0.8-3.6	23.6%	2.8%-42.9%	11(61.1%)
Special Projects Coordinators	2.0	0.6-5.0	22.2%	4.7%-44.4%	9 (50.0%)
Administrators	1.9	0.3-7.3	18.0%	6.6%-44.4%	15 (83.3%)
Support Staff/Others	6.0	0.3-26.9	40.8%	7.1%-87.1%	15 (83.3%)

Question 1c: Briefly describe how the flexibility to allocate funds among the Title VI innovative assistance areas has enhanced your school's or district's school improvement efforts.

Public School Districts

- Use Title VI funds to meet locally-identified needs without the restrictions of many other programs (32 states)
- Purchase/upgrade computer hardware and software to enhance school reform (29 states)
- Provide professional development in areas of locally-identified needs (21 states)
- Provide programs and services for at risk students (19 states)
- Support the process of strategic planning, systemic reform, and alignment to standards (16 states)

> *"Title VI is the only federal program where schools can actually use money that isn't previously directed to a need identified by those outside the school. As our needs change, the program has the flexibility to change with us. The funds are most beneficial when they are used with other funding sources to work toward improving targeted areas identified by the district."* **AR district**

Private Nonprofit Schools

- Target areas of specific needs by using funds in the best way for the school (17 states)
- Purchase computer hardware and software (13 states)
- Support upgrading of the curriculum (12 states)
- Enhance library resources (10 states)
- Upgrade instructional materials and equipment (8 states)

> *"We have been able to target specific areas of need and use these funds to implement pilot programs for diverse teaching strategies."* **AL private nonprofit school**

State Educational Agencies

- Provide professional development in areas of locally-identified needs (i.e., curriculum alignment, content standards, technology use) (11 states)
- Assist schools/districts in identifying their improvement goals and/or efforts toward local, state, and/or national reforms (10 states)
- Meet the greatest needs as identified by districts (10 states)
- Improve the student assessment process (4 states)
- Enable innovative programs and practices (4 states)

> *"Professional development mini-grants were made available to school divisions to support teacher training in the development of curricula, related assessments, and instructional strategies for implementation of the state's Standards of Learning."* **VA Department of Education**

Title VI Exemplary Program:
Correlation Guide, Martin County School District in Florida

The Martin County School District has increased its expectations for student achievement. Florida's Sunshine State Standards identify what a student is expected to know and be able to do by the end of the benchmark Grades of 2, 5, 8, and 12. The district has written a Correlation Guide that reflects the alignment of curriculum, instruction, and assessment to ensure that all learners acquire the skills, knowledge, and attitudes necessary to succeed. Teachers and school administrators articulated the skills and knowledge that provided transition from course to course and from one grade to the next. Teachers use the guide in the development of their lesson plans. Checklists have been developed at the elementary level to record dates when benchmarks were taught. Mathematics and language arts cards were developed as the district determined required levels of student progress. Parents were given copies of the guide, and they were used in parent/teacher conferences. The Correlation Guide provides information that is useful to faculty and parents in making instructional decisions, and it helps to ensure that each student has continuous, congruent opportunities to grow and succeed.

Question 1d.

List any programs, activities, or reforms that Title VI has enabled your school or district to implement that could not have been implemented otherwise. Briefly describe how those programs, activities or reforms would be negatively affected without the continued support of funding.

Public School Districts

- Purchase/upgrade computer hardware and software (35 states)
- Provide professional development that could not otherwise be offered (30 states)
- Provide a variety of programs and services for at risk students (24 states)
- Improve/upgrade library and media center materials and technology (24 states)
- Provide curriculum enrichment materials and programs that could not be provided otherwise (16 states)

> *"Projects and services (funded by Title VI) offered include: after-hours classes, all day in-services requested by departments and supervisors, summer computer camps, ongoing technical support by phone, advice and recommendations on equipment and grant writing, and community in-services for nonprofit organizations. Title VI enables us to provide ongoing professional development for teachers, and affords us the opportunity to buy new equipment when necessary. Without continued funding, services and staff would be cut by half or more, thus severely limiting the number and kinds of classes we can offer."* **LA parish**

Private Nonprofit Schools

- Upgrade library and media services (16 states)
- Purchase/upgrade computer hardware and software (16 states)
- Provide professional development that could not otherwise be offered (7 states)
- Provide enrichment activities and materials (6 states)
- Update curriculum materials (6 states)

> *"The program that the school implemented in 1996-97 has allowed us to set up computers with Internet access. Faculty has been able to work with students to increase the knowledge of our students through expanded research and supplemental teaching options. Without these opportunities our students would not have had access to the Internet."* **MO private nonprofit school**

State Educational Agencies

- Provide professional development in areas of district needs (12 states)
- Facilitate school improvement/reforms/standards-based education (11 states)
- Enhance accountability, student assessment, and evaluation of school effectiveness (7 states)
- Provide special services/programs for at risk and gifted/talented students (4 states)
- Facilitate/increase technology use and proficiency (4 states)

> *"The development of a regional materials/training lab would have been impossible without technical assistance and funding through the state department of education."* **NE State Department of Education**

Title VI Exemplary Program:
Ninth Grade Transitional Team, Acton-Boxborough School District, Massachusetts

Recognizing that the transition from middle school to high school is often difficult, the Acton-Boxborough School District has developed a team-based approach to ensure that the transition is successful. The program's three primary objectives are: (1) to better meet the needs of under-served, high-risk, low performing students, (2) to develop an integrated curriculum for math, science, social studies, and English language arts, (3) to develop appropriate assessment strategies, behavioral plans, and classroom management support.

Most planning was done in 1996-97. In 1997-98, the program served 18 high-risk, low performing students. All but two of the 18 students obtained all the required credits for the school year. For the two students who did not get all the required credits, teachers reported that students did better academically than they would have without the program. Fifty percent of the participating students have moved into the mainstream in 1998-99. Parents of the participants have been uniformly enthusiastic and supportive. Notes one parent, "It's the best program my kid ever had. It made the transition to high school so much easier."

Section 2: Impact of Title VI on Students

This section presents data about the impact of Title VI on students in a variety of ways. First, those participating in the survey reported the number of students who benefited from one or more Title VI programs. Responses to an open-ended question asking about the impact of Title VI on student learning and achievement are then summarized. Summarized responses to what areas Title VI was used to impact and the perceived level of that impact are presented graphically. The final part of Section 2 summarizes data for specific student results addressed with Title VI funds.

Question 2a. List the number of students that benefited from the Title VI program during the 1996-97 school year. Please also list the total number of district or school students by grade level where the data are applicable and available.

Because these counts vary due to the sampling methodologies used by each state, the numbers should be interpreted cautiously. Focusing on the percentage of students benefiting (or being served) by Title VI is the best way to examine the data. These are responses to survey questions; districts and states were not asked to provide objectively assessed benefits for the students being served. This should add further caution to their interpretation. These counts represent duplicated counts because students can be served in more than one way. Also, states vary in what they consider to be "Early Childhood." This category includes students between 3 and 5 years of age. "Students 18+" refers to those students recently out of school (often dropouts) for whom programs are offered. "Adults" means anyone over age 21, but most often includes parents and community members in parent/community involvement activities or in adult literacy programs.

Table 10a.
Number of Students Served by Grade Level—Public School Districts
18 States Reporting 1996-97 Data

Ages/Grades Served	Average Number Served	Range of Students Served	Average Percentage Served	Range in Percentage of Students Served	Number of States
Early Childhood	7,916	74-54,920	1.7%	0.2%-7.8%	17 (94.4%)
Grades 1-5	231,319	14,585-1,346,683	49.4%	35.4%-61.5%	18 (100.0%)
Grades 6-8	111,614	4,802-795,156	21.9%	11.5%-30.2%	18 (100.0%)
Grades 9-12	118,493	8,064-682,391	26.4%	13.9%-50.7%	18 (100.0%)
Age 18+	166	5-1,287	0.03%	0.01%-0.2%	9 (50.0%)
Adults	1,836	150-14,905	0.5%	0.05%-3.9%	10 (55.6%)

Table 10b.
Number of Students Served by Grade Level—Public School Districts
16 States Reporting 1997-98 Data

Ages/Grades Served	Average Number Served	Range of Students Served	Average Percentage Served	Range in Percentage of Students Served	Number of States
Early Childhood	10,188	93-129,231	1.4%	0.2%-9.9%	12 (75.0%)
Grades 1-5	176,276	7,551-573,026	49.7%	42.2%-68.3%	16 (100.0%)
Grades 6-8	82,388	2,210-294,427	21.9%	12.6%-34.4%	16 (100.0%)
Grades 9-12	88,529	3,336-308,924	26.2%	16.3%-31.3%	16 (100.0%)
Age 18+	558	35-3,926	0.2%	0.05%-1.6%	9 (56.3%)
Adults	1,074	58-10,371	0.6%	0.02%-5.2%	12 (75.0%)

- Nearly 50% of the students reported to have benefited from programs funded in full or in part from Title VI for both years were in **Grades 1-5.**

- The total number of public school students reported as benefiting from programs funded in full or in part from Title VI was 13,396,295 for states reporting 1996-97 data and 5,744,201 for states reporting 1997-98 data. These numbers should be interpreted cautiously due to the state-by-state differences in sampling size and the smaller numbers of states reported this information.

Table 11a.
Number of Students Served by Grade Level—Private Nonprofit Schools
13 States Reporting 1996-97 Data

Ages/Grades Served	Average Number Served	Range of Students Served	Average Percentage Served	Range in Percentage of Students Served	Number of States
Early Childhood	857	96-2,622	2.9%	0.05%-12.2%	11 (84.6%)
Grades 1-5	18,690	110-64,682	57.7%	30.0%-100.0%	13 (100.0%)
Grades 6-8	6,632	244-25,375	16.8%	8.7%-39.5%	12 (92.3%)
Grades 9-12	8,279	180-29,599	19.5%	9.7%-52.7%	12 (92.3%)
Age 18+	1	3	0.0%	0.03%	2 (15.4%)
Adults	6	3-50	0.02%	0.03%-0.1%	3 (23.1%)

Table 11b.
Number of Students Served by Grade Level—Private Nonprofit Schools
14 States Reporting 1997-98 Data

Ages/Grades Served	Average Number Served	Range of Students Served	Average Percentage Served	Range in Percentage of Students Served	Number of States
Early Childhood	533	8.0-3,691	2.2%	0.6%-11.7%	11 (78.6%)
Grades 1-5	45,135	76-455,495	49.0%	4.6%-91.2%	14 (100.0%)
Grades 6-8	5,620	65-24,100	17.7%	4.8%-36.5%	14 (100.0%)
Grades 9-12	7,373	69-19,933	29.3%	4.0%-63.7%	14 (100.0%)
Age 18+	87	2-884	1.3%	0.001%-8.7%	5 (35.7%)
Adults	43	7-157	0.4%	0.02%-0.9%	8 (57.1%)

- As with public schools, private nonprofit school students in Grades 1-5 benefited most from programs funded in full or in part from Title VI.

- The number of private nonprofit school students benefiting from programs funded in full or in part from Title VI was 568,594 students for states reporting 1996-97 data and 823,074 students for states reporting 1997-98 data. These numbers should be interpreted with caution due to the small number of private nonprofit schools represented in the sample.

Title VI Exemplary Program:
Starpoint Private Nonprofit School at Texas Christian University, Ft. Worth, Texas

The Starpoint School assists children in Grades 1-4 who have been diagnosed with learning disabilities such as attention deficit disorder. Special technology with audio components (talking calculators) is purchased with Title VI funds to support learning methods for these children. Starpoint School also provides field-based experiences for future educators from Texas Christian University in teaching methods for special needs children.

Table 12a.
Number of Students Served by Grade Level—State-Reserved Funds
2 States Reporting 1996-97 Data

Ages/Grades Served	Average Number Served	Range of Students Served	Average Percentage Served	Range in Percentage of Students Served	Number of States
Early Childhood	0	0	0.0%	0.0%	0 (0.0%)
Grades 1-5	204,916	600-409,232	78.5%	57.1%-100.0%	2 (100.0%)
Grades 6-8	129,384	129,384	9.0%	18.0%	1 (50.0%)
Grades 9-12	178,287	178,287	12.4%	24.9%	1 (50.0%)
Age 18+	0	0	0.0%	0.0%	0 (0.0%)
Adults	0	0	0.0%	0.0%	0 (0.0%)

Table 12b.
Number of Students Served by Grade Level—State-Reserved Funds
9 States Reporting 1997-98 Data

Ages/Grades Served	Average Number Served	Range of Students Served	Average Percentage Served	Range in Percentage of Students Served	Number of States
Early Childhood	5,398	86-12,000	11.2%	0.08%-92.5%	4 (44.4%)
Grades 1-5	90,280	334-250,579	44.7%	3.6%-73.7%	9 (100.0%)
Grades 6-8	50,177	331-127,920	21.1%	9.8%-33.4%	8 (88.9%)
Grades 9-12	49,451	351-159,559	22.7%	3.8%-34.1%	9 (100%)
Age 18+	0	0	0.0%	0.0%	0 (0.0%)
Adults	652	543-761	0.2%	0.5%-1.3%	2 (22.2%)

- Across both years, the highest percentage of students who benefited from programs funded in full or in part from Title VI was in Grades 1-5. Over three-fourths (78.5%) of the students were in Grades 1-5 for states reporting 1996-97 data, while slightly less than half (44.7%) of the students were in Grades 1-5 for states reporting 1997-98 data.

- A total of 850,218 students were reported to have benefited from programs funded in full or in part from Title VI state-reserved funds for states reporting 1996-97 data. The total was 1,681,889 for states reporting 1997-98 data.

Title VI Exemplary Program:
Outdoor Math and Science Center, Copiah County Schools in Mississippi

Crystal Springs Elementary School in Copiah County has constructed an outdoor math and science center. The Outdoor Center is a group of wooden structures designed to teach the meaning of distance, area, angles, and perimeter. The project goal is to provide students with hands-on science and mathematics experiences. Staff is trained in how to use the center as part of their instructional program. The program has been seen as very positive. Students have shown increased interest in math and science. Parents indicated their excitement in seeing their children so eager to learn. The center is open to the public, and the community has given time, materials, and money.

Question 2b: Describe the impact that your Title VI program has had on student learning and achievement in your district, school, or state.

Public School Districts

- Fund various special programs for at risk students to improve their achievement (37 states)
- Purchase/upgrade computer hardware and software for the classroom and computer labs (25 states)
- Purchase up-to-date and interesting materials that motivate students' learning (24 states)
- Fund a variety of literacy (reading/language arts) programs (19 states)
- Fund programs that target the improvement of student performance on test scores and other student results data (17 states)
- Fund enrichment programs for gifted/talented students (17 states)

> *"Computer software is used to allow students access to a wide range of information and reinforce difficult curriculum areas for at-risk students. Through use of computers, we are able to provide more individualized instruction geared to increasing student achievement on state proficiency tests."* **OH district**

Private Nonprofit Schools

- Purchase computer hardware and software (17 states)
- Enhance library resources with up-to-date materials that are of interest to students (10 states)
- Purchase more and better instructional materials (8 states)
- Improve student access to better research materials (8 states)
- Fund special programs or services for at risk and gifted/talented students (7 states)

> *"Purchase of this writing program has assisted students with grammar skills, vocabulary skills, and overall writing skills. It has also assisted the students in the utilization of multimedia/computer technology."* **MS private nonprofit school**

State Educational Agencies

- Support efforts to improve learning and achievement of all students (9 states)
- Provide programs for special populations, especially at risk and gifted/talented students (7 states)
- Enhance improvements in specific areas (4 states)
- Facilitate plans for district/school improvement/reform and meeting state standards (4 states)
- Provide professional development focused on improving student learning (2 states)

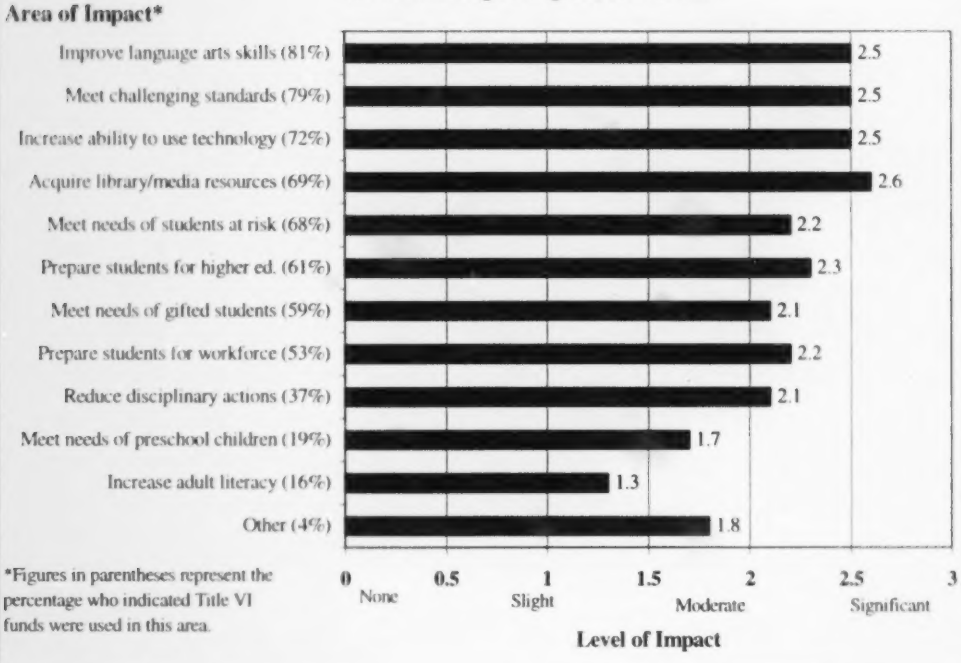
> *"Title VI funds are used for intensive train-the-trainer professional development. The 20 education service center reading specialists in turn train teachers in their districts. Strategies are taught that pertain to **ALL** students from special populations to gifted and talented students."* **TX Education Agency**

Question 2c.

Please circle the degree of impact that Title VI funding has had on your district's or school's students from the 1995-96 school year through the 1996-97 school year in each of the following areas. "N/A" indicates that the item was not a goal of your Title VI activities. A "0" indicates that the item was a goal of your Title VI activities, but that the impact was none. A "1," "2," or "3" indicates that the item was a goal of your Title VI activities, and the impact was slight, moderate, or significant, respectively.

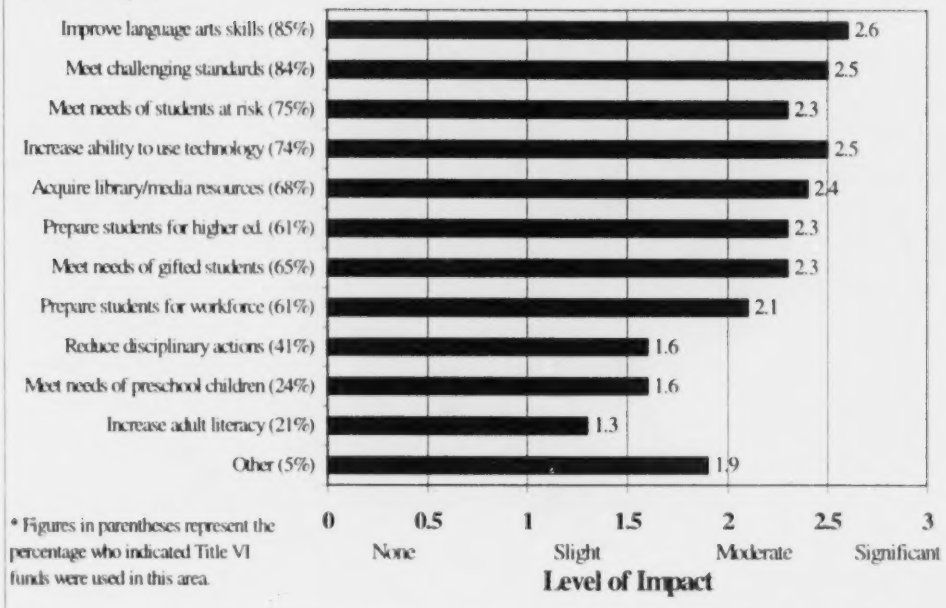
Data are presented in the following bar charts. The areas of impact are arranged in order according to the use of Title VI funds in that area. The values at the end of the bars represent the average (averaged across the districts and then across the states) ratings of degree of impact Title VI funds had on each area.

Figure 2a.
Impact of Title VI on Public School Students
24 States Reporting 1996-97 Data



*Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

Figure 2b.
Impact of Title VI on Public School Students
16 States Reporting 1997-98 Data



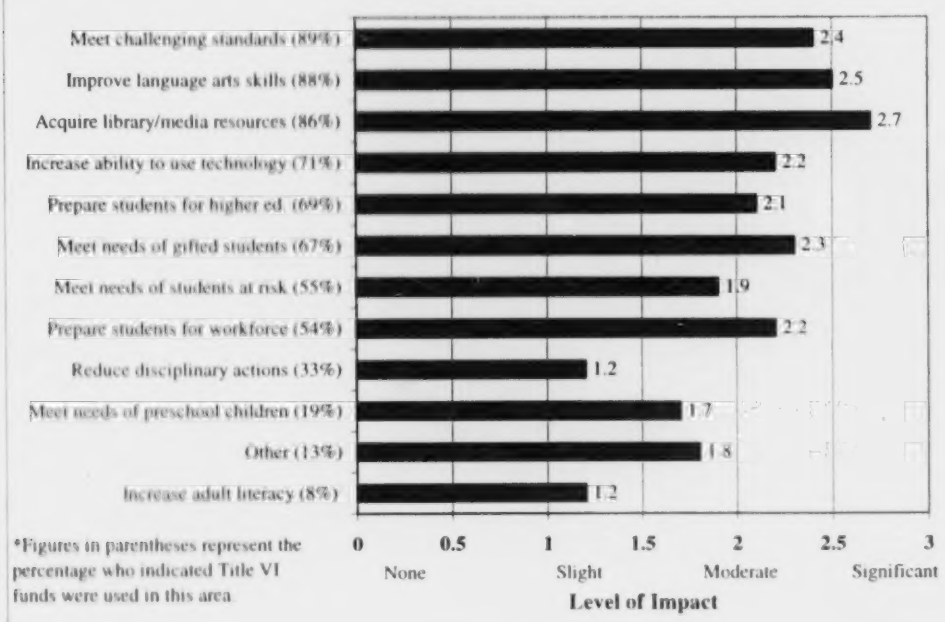
* Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

- The large majority of public school districts reported using their Title VI funds for ***Improving language arts skills*** and rated the impact about halfway between "moderate" and "significant" (81% for states reporting 1996-97 data and 85% for states reporting 1997-98 data).

- Use of funds to ***Enable students to meet challenging content/performance standards*** was the next most frequently reported area of impact and also was rated as having between "moderate" and "significant" impact (79% for states reporting 1996-97 data and 84% for states reporting 1997-98 data).

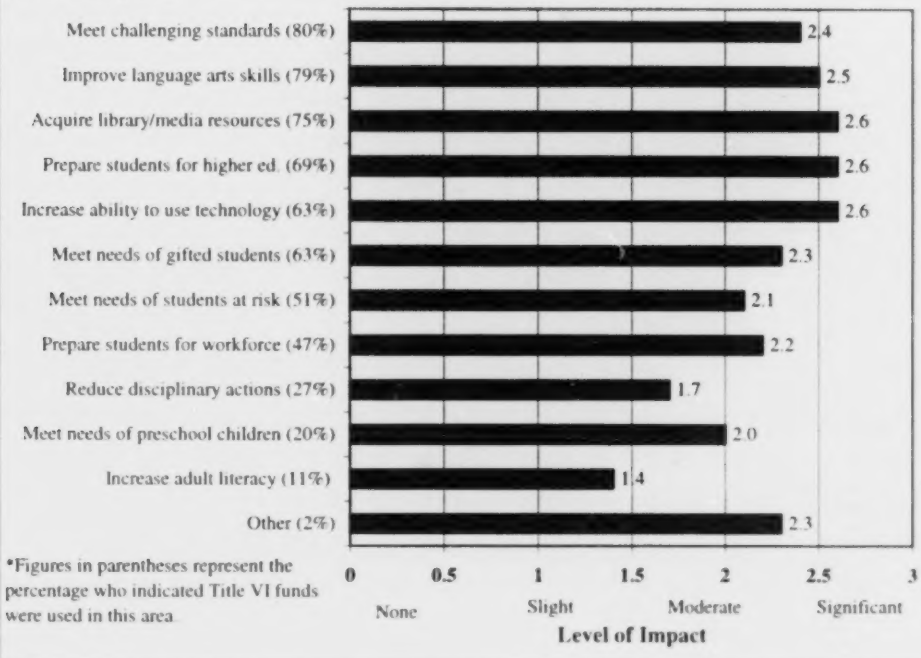
- Generally, the level of impact of Title VI funds was rated higher for those areas which districts most frequently used their Title VI funds to address.

Figure 3a.
Impact of Title VI on Private Nonprofit School Students
13 States Reporting 1996-97 Data



*Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

Figure 3b.
Impact of Title VI on Private Nonprofit School Students
10 States Reporting 1997-98 Data

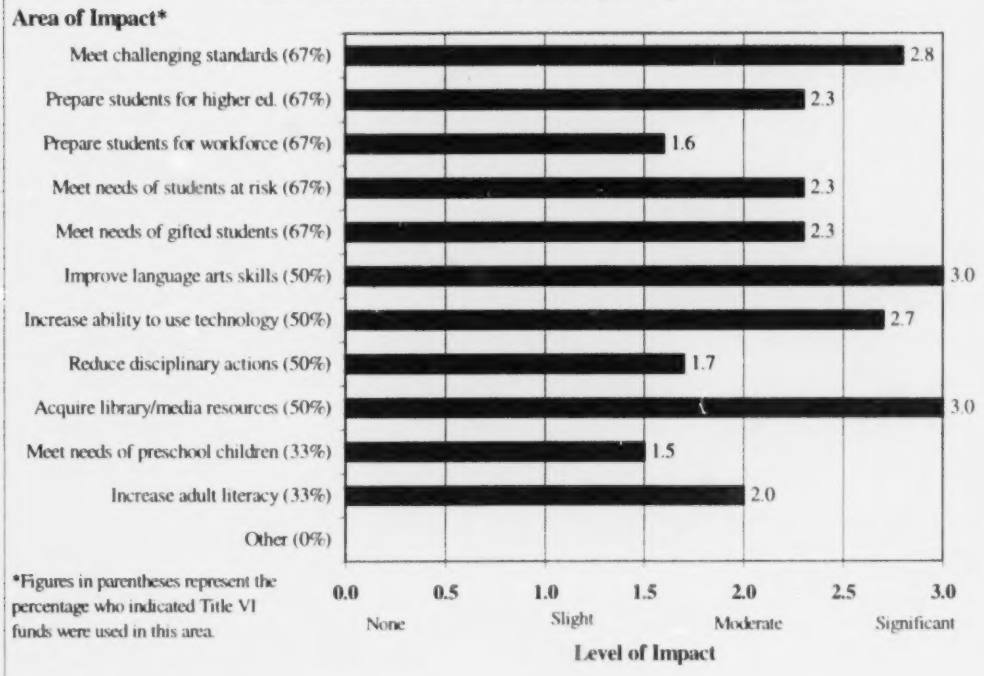


- Private nonprofit schools reported using their Title VI funds to ***Enable students to meet challenging content/performance standards.*** They rated the impact as being halfway between "moderate" and "significant" (89% for states reporting 1996-97 data and 80% for states reporting 1997-98 data).

- ***Improve language arts skills*** was the next most frequently reported use for Title VI funds (88% for states reporting 1996-97 data and 79% for states reporting 1997-98 data). The impact of Title VI funds on this area was halfway between "moderate" and "significant."

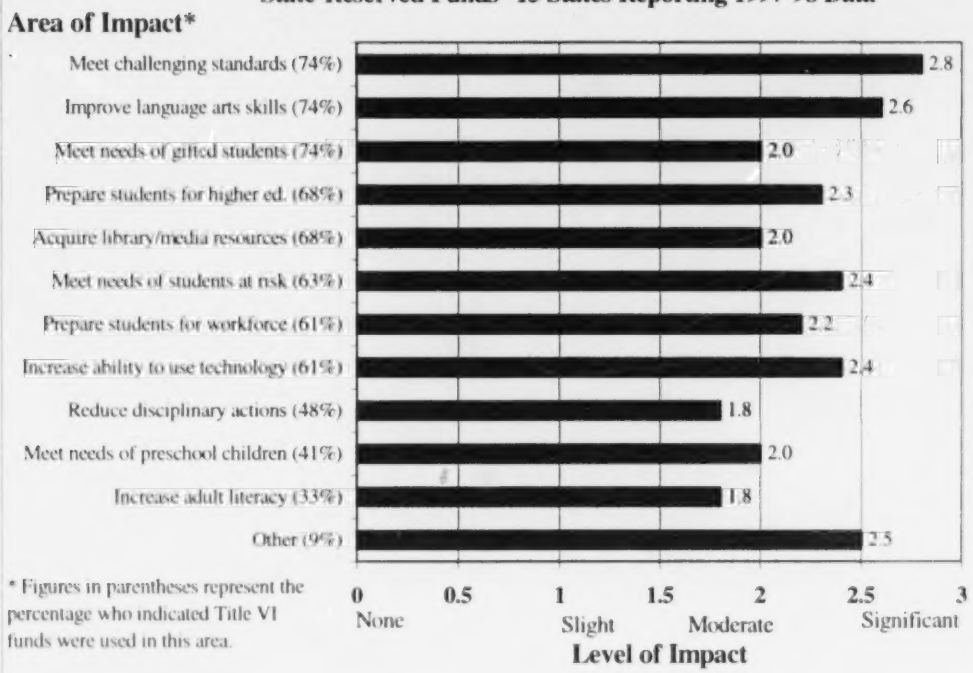
- ***Improve language arts skills*** and ***Enable students to meet challenging content/performance standards*** were areas also reported by public school districts as the most frequent uses of Title VI funding.

Figure 4a.
Impact of Title VI on Students
State-Reserved Funds--5 States Reporting 1996-97 Data



*Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

Figure 4b.
Impact of Title VI on Students
State-Reserved Funds--15 States Reporting 1997-98 Data



* Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

- The areas most frequently reported to be addressed by Title VI state-reserved funds for states reporting 1996-97 data were ***Enable students to meet challenging content/performance standards***, ***Prepare students for higher education***, ***Prepare students for workforce***, ***Meet needs of students at risk***, and ***Meet needs of gifted students*** (each 67%). The level of impact was rated very significant (2.8 on a 3.0 scale) for ***Enable students to meet challenging content/performance standards.***

- For states reporting 1997-98 data, the areas most frequently addressed by Title VI state-reserved funds were ***Enable students to meet challenging content/performance standards***, ***Improve language arts skills***, and ***Meet needs of gifted students*** (each 74%). Again, the level of impact was rated very significant (2.8 on a 3.0 scale) for ***Enable students to meet challenging content/performance standards.***

- Of these areas mentioned, across both years, ***Enable students to meet challenging content/standards*** had the highest rated level of impact, which was approaching "significant."

Title VI Exemplary Program:
Child Advancement Project, Bozeman School District, Montana

Bozeman School District implemented the Child Advancement Project (CAP) in response to a teacher survey where they indicated great concern for the increasing numbers of students reporting to school without the emotional engagement and rudimentary skills necessary to learn and interact with their peers and adults. CAP is a multilevel, multidisciplinary approach designed to increase successful results for students. The project includes matching nurturing, consistent mentors with each student in Grades K-8; establishing interdisciplinary teams in each school to assess the needs of children and their families; and parent liaisons to facilitate effective interactions between parents and the school.

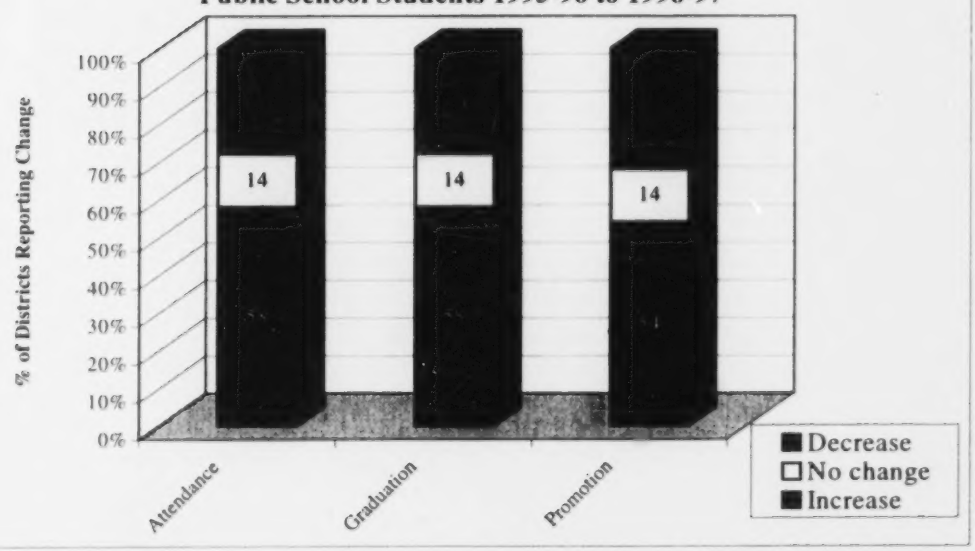
As part of the project, a follow-up survey was given to teachers and parents. Eighty-eight percent of the parents surveyed strongly agreed that their child benefited from working with their CAP volunteers. Ninety-three percent strongly agreed that the CAP program helped their children reach their educational goals. Teachers reported that 21 percent more students were reading at or above grade level in the spring than were in the fall. Additionally, spring scores indicated that 18 percent more students were performing at or above grade level in mathematics than were in the fall. Finally, 94 percent of the teachers strongly agreed that the CAP program was successful and 77 percent of teachers strongly agreed that CAP had made a difference for the children they referred.

Question 2d.

Were any of the following items goals or objectives of your district's or school's Title VI funded educational improvement efforts? Did a Title VI funded project have an impact in any of the following areas? If so, please provide information, where applicable and available, regarding the impact that programs, funded in full or in part by Title VI, may have had in your district or school from 1995-96 through the 1996-97 school year in any of the following areas.

At the time of the survey, 1997-98 performance data were not available; therefore, all states reported performance data from 1995-96 to 1996-97. Because of different measurement techniques, when these data were summarized, the percentages of districts that reported increases, decreases, or no change in student performance areas were summarized and presented by performance and percentage of change. The following four figures summarize these data. The number of states reporting data on each area varies and is identified in the text following the figures.

Figure 5.
Impact of Title VI on Student Performance
Public School Students 1995-96 to 1996-97



- In Figure 5, of those states with districts that used Title VI to address improving **attendance** (28 states) and **graduation rates** (26 states), 58% reported that these rates had **improved,** with 14% reporting no change across the years, and 28% reporting these rates decreased. The majority reported that **promotion rates** (24 states) **improved** as well (54%).

Figure 6.
Impact of Title VI on Student Performance
Public School Students 1995-96 to 1996-97

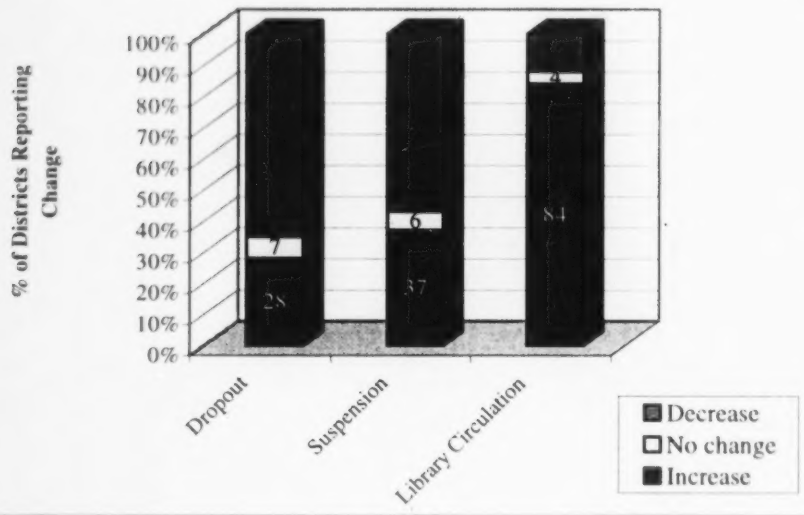


Figure 7.
Impact of Title VI on Student Performance
Public School Students 1995-96 to 1996-97

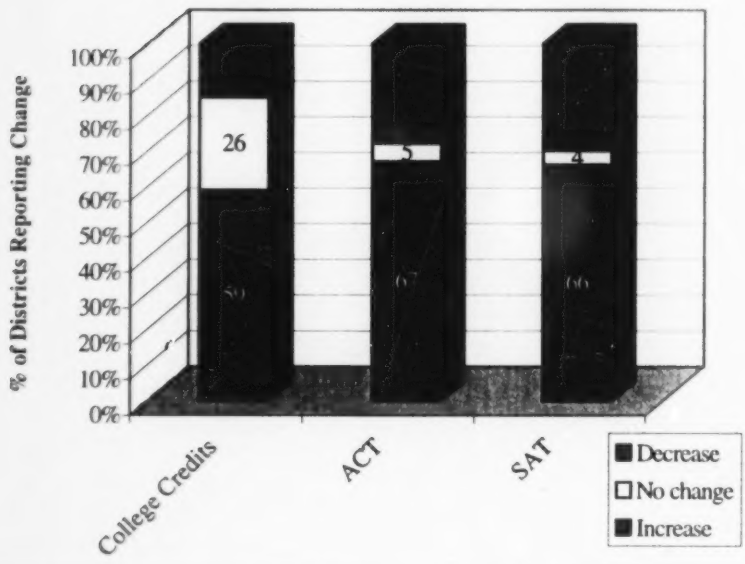
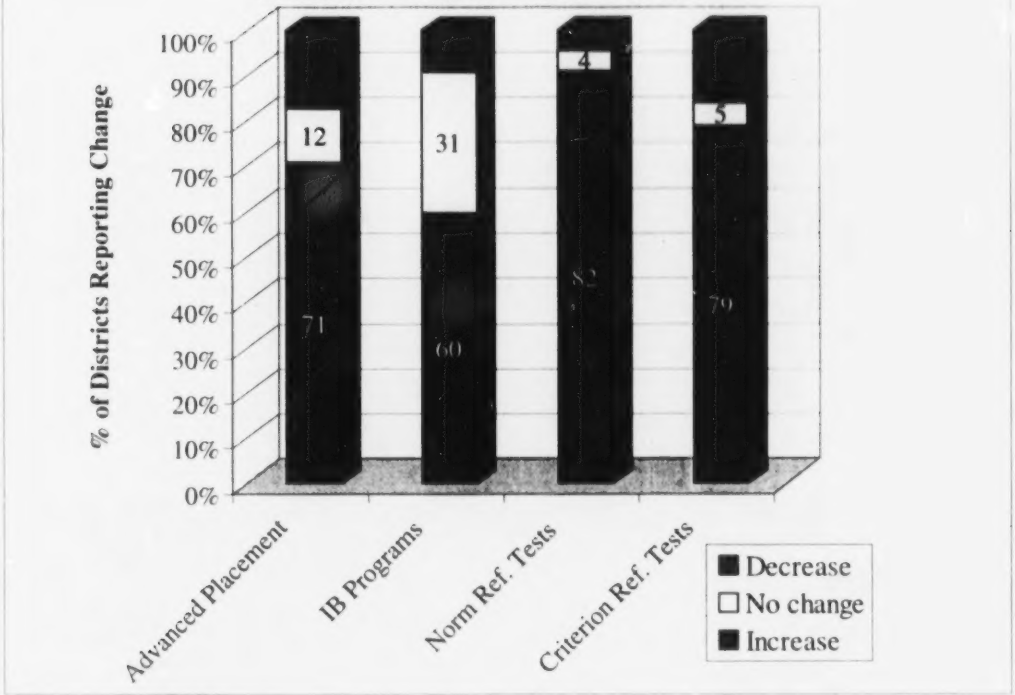


Figure 8.
Impact of Title VI on Student Performance
Public School Students 1995-96 to 1996-97



IB = International Baccalaureate

- Summaries for dropout rates (28 states), suspensions/expulsions (25 states), and library circulation (25 states) are presented in Figure 6. Sixty-five percent of districts reported their **dropout rates decreased;** 57% reported their **suspension/expulsion rates decreased.** A large majority (84%) indicated that their **library circulation increased** as a result of Title VI funds.

- For these three college-related variables, 59% of the districts used their Title VI funds to increase the **number of college credits** received by students (23 states). **SAT** (17 states) and **ACT** (17 states) **average score increases** were reported by 66% and 67% of the districts, respectively.

- The majority of districts that used Title VI for these purposes reported **increases** in students' Advanced Placement exam scores (25 states) (71%) and in **students' participation in International Baccalaureate programs** (15 states) (60%).

☆☆☆

Title VI Exemplary Program:
Elementary Summer Reading Program, Fremont Public Schools in Nebraska

Fremont public schools used Title VI funds, together with Title I Migrant funds, to offer an elementary summer reading program. Seventy-seven students attended the program regularly. Teachers worked with three groups of four children each in reading and writing for 30 minutes daily. In addition, students were able to work independently in a computer lab for 30 minutes daily using the *Wiggleworks* software program by Scholastics. Homework was given daily.

Pre- and post-assessment scores indicated that Grade 1 students who participated in the summer reading program demonstrated gains in reading and writing that were twice those of similar Grade 1 students who did not participate in the program. Comparisons of pre- and post-program scores of Grade 2 students showed that participants made gains that were three times those of similar non-participants. Surveys of the parents of participating students were very positive. As noted by one parent, "Thank you for offering this reading program. I see a big improvement in his reading and writing. I love seeing this new excitement in him."

Private Nonprofit Schools

Data submitted across states was insufficient and did not allow a meaningful analysis of these data, but one example is provided. The Missouri Private School Bypass Agent submitted data from over 50 private nonprofit schools that had reported student performance data. The most frequent measure addressed by Title VI funds was improving student achievement, as measured by norm-referenced and criterion-referenced tests. Of the 54 schools that indicated addressing improving **norm-referenced tests,** 83 percent (45) reported their tests **scores increased** from 1995-96 to 1996-97; 11 percent (6) reported their test scores decreased; and six percent (3) reported there were no changes in their test scores from one year to the next. Of the 42 private nonprofit schools that indicated addressing the percent of students **demonstrating content standard proficiency or passing state assessments,** 79% (33) reported **increased student proficiency;** three percent (1) reported decreased student proficiency; and 19 percent (8) reported no change.

State Educational Agencies

Data submitted across states was insufficient and did not allow a meaningful analysis of these data, but one example is provided. One of the major Texas statewide projects that is funded by Title VI state-reserved funds is the Mentor Schools Network. In this program, trainers from the twenty regional educational service centers train staff in schools that are doing well on the state's accountability system (the mentor schools). Each mentor school is then matched with a school that has received a low performing rating in the accountability system (due to poor test scores). The mentor school staff provide professional development, instructional strategies, planning, and other services to these schools. In 1997-98, administrative program staff at the state level reported that the mentor schools consistently had higher percentages of students passing the state assessment test than the state average. After several years of this program, the **number of low-performing campuses has decreased** dramatically.

Section 3: Impact of Title VI on Improvement in Instructional Services

This section presents data about how public school districts, private nonprofit schools, and state educational agencies saw improvement in instructional services through the use of Title VI funds. Presented first are the data obtained about the number of school staff and others who received professional development funded in full or in part by Title VI funds. Responses to open-ended questions about the effects of Title VI on curricula, instruction, and assessment are reported. Finally, graphics summarize respondents' reported use of Title VI funds to impact various areas and the perceived impact that Title VI funds had in each of those areas.

Question 3a. How many people received professional development funded in full or in part by Title VI?

Table 13a.
Number of Teachers, Parents, and Others Participating in Professional Development Funded by Title VI
Public School Districts—22 States Reporting 1996-97 Data

Group Served	Average Number Served	Range of People Served	Average Percentage Served	Range in Percentage of People Served	No. States Reporting Funds
Teachers	9,623	155-58,810	74.1%	26.5%-100.0%	22 (100.0%)
Teacher Assistants	362	1-1,662	3.8%	0.2%-9.8%	19 (86.4%)
Instructional Support Svcs.*	315	67-1,694	3.3%	0.8%-25.7%	16 (72.7%)
Administrators	516	1-5,722	4.7%	0.2%-50.3%	18 (81.8%)
Parents/Business/Community	1,706	11-15,686	13.0%	0.8%-67.9%	18 (81.8%)
Others	64	1-554	1.1%	0.04%-7.9%	12 (54.5%)

* i.e., counselors, librarians

Table 13b.
Number of Teachers, Parents, and Others Participating in Professional Development Funded by Title VI
Public School Districts—14 States Reporting 1997-98 Data

Group Served	Average Number Served	Range of People Served	Average Percentage Served	Range in Percentage of People Served	No. States Reporting Funds
Teachers	15,280	88-77,866	73.0%	31.1%-100.0%	14 (100.0%)
Teacher Assistants	902	2-4,689	4.7%	0.4%-10.3%	14 (100.0%)
Instructional Support Svcs.*	448	33-2,742	3.5%	0.5%-14.6%	12 (85.7%)
Administrators	543	36-1,980	6.0%	0.9%-28.6%	14 (100.0%)
Parents/Business/Community	2,027	11-12,013	12.9%	1.3%-56.8%	13 (92.9%)
Others	118	6-688	1.3%	0.01%-11.3%	8 (57.1%)

* i.e., counselors, librarians

- Nearly three-fourths (74% of staff for states reporting 1996-97 data and 73% of staff for states reporting 1997-98 data) of those receiving professional development were **teachers.**
- The total number of recipients of professional development funded in full or in part by Title VI (as reported by those surveyed) was 285,759 for states reporting 1996-97 data and 299,451 for states reporting 1997-98 data.

Table 14a.
Number of Teachers, Parents, and Others Participating in Professional Development Funded by Title VI
Private Nonprofit Schools—13 States Reporting 1996-97 Data

Group Served	Average Number Served	Range of People Served	Average Percentage Served	Range in Percentage of People Served	No. States Reporting Funds
Teachers	944	9.0-4,479	76.4%	12.1%-100.0%	12 (100.0%)
Teacher Assistants	24	6.0-110	4.3%	1.1%-19.0%	8 (61.5%)
Instructional Support Svcs.*	14	1.0-90	2.2%	0.2%-12.5%	9 (69.2%)
Administrators	33	1.0-196	3.0%	1.7%-6.7%	9 (69.2%)
Parents/Business/Community	97	480	12.0%	0.6%-74.1%	8 (61.5%)
Others	9.0	1.0-56	1.4%	0.08%-9.4%	4 (30.8%)

* i.e., counselors, librarians

Table 14b.
Number of Teachers, Parents, and Others Participating in Professional Development Funded by Title VI
Private Nonprofit Schools—11 States Reporting 1998-98 Data

Group Served	Average Number Served	Range of People Served	Average Percentage Served	Range in Percentage of People Served	No. States Reporting Funds
Teachers	611	34-3,355	68.1%	36.3%-100.0%	11 (100.0%)
Teacher Assistants	40	5.0-168	8.1%	1.8%-17.5%	9 (81.8%)
Instructional Support Svcs.*	36	2.0-224	4.7%	0.6%-10.2%	9 (81.8%)
Administrators	42	3.0-222	7.8%	4.6%-25.6%	9 (81.8%)
Parents/Business/Community	191	1.0-1,589	13.6%	0.3%-45.3%	9 (81.8%)
Others	5.0	3.0-34	0.8%	0.9%-3.7%	4 (36.4%)

* i.e., counselors, librarians

- The large majority of those receiving professional development in private nonprofit schools were **teachers** (76.4% for states reporting 1996-97 data and 68.1% for states reporting 1997-98 data).

- The private nonprofit schools responding reported providing professional development funded in full or in part from Title VI funds to a total of 14,578 people for states reporting 1996-97 data and 11,684 for states reporting 1997-98 data.

Table 15a.
Number of Teachers, Parents, and Others Participating in Professional Development Funded by Title VI
State-Reserved Funds—4 States Reporting 1996-97 Data

Group Served	Average Number Served	Range of People Served	Average Percentage Served	Range in Percentage of People Served	No. States Reporting Funds
Teachers	1,610	165-2,700	65.5%	21.6%-91.7%	4 (100%)
Teacher Assistants	143	143	4.4%	4.4%	1 (25.0%)
Instructional Support Svcs.*	156	47-265	4.3%	1.5%-7.1%	4 (100%)
Administrators	323	100-721	16.3%	8.3%-29.4%	4 (100%)
Parents/Business/Community	166	40-291	5.0%	1.1%-9.0%	2 (50.0%)
Others	199	23-375	24.9%	0.7%-49.0%	2 (50.0%)

* i.e., counselors, librarians

Table 15b.
Number of Teachers, Parents, and Others Participating in Professional Development Funded by Title VI
State-Reserved Funds—10 States Reporting 1997-98 Data

Group Served	Average Number Served	Range of People Served	Average Percentage Served	Range in Percentage of People Served	No. States Reporting Funds
Teachers	8,280	70-49,400	62.9%	29.7%-99.5%	9 (90.0%)
Teacher Assistants	141	76-204	3.9%	2.3%-16.5%	5 (50.0%)
Instructional Support Svcs.*	170	2-775	2.2%	0.2%-12.5%	7 (70.0%)
Administrators	949	6-4,630	21.0%	0.5%-32.4%	10 (100.0%)
Parents/Business/Community	800	77-4,047	7.6%	3.7%-28.3%	7 (70.0%)
Others	161	255-1,356	2.4%	9.5%-14.3%	2 (20.0%)

* i.e., counselors, librarians

- **Teachers** were the most frequent recipients of professional development paid in full or in part from Title VI state-reserved funds – 65.5% for states reporting 1996-97 data and 62.9% for states reporting 1997-98 data.

- For states reporting 1996-97 data, the second most frequent recipients of professional development were **school administrators** (21%).

- Professional development funded in full or part from Title VI state-reserved funds was provided to 21,702 people for states reporting 1996-97 data and 93,117 people for states reporting 1997-98 data.

Title VI Exemplary Program:
Statewide Services to Private Nonprofit Schools, California Department of Education

Since 1983, one of the priorities for the Superintendent of Public Instruction has been to provide services to students in private nonprofit schools. Because private nonprofit schools do not always have enough resources to provide professional development on updated educational practices, some Title VI discretionary funds were used to provide professional development for the state's more than 2,000 private nonprofit schools. This is done in two ways. First, private nonprofit schools can submit proposals for competitive mini-grants for professional development. The proposals are judged by a private nonprofit school community committee, and grants are given to those proposals considered the strongest. Secondly, statewide leadership programs/conferences are held several times a year in various parts of the state. Private nonprofit schools conduct needs assessments for their areas, and the results of these needs assessments are used to plan staff development. An example of a professional development session held in 1997-98 was: "Making the grade, school Internet connection and geography: More than just maps."

Question 3b. Describe how district or school curricula, instruction, and assessment have been enhanced through professional development and other activities related to the improvement of instructional services, funded in full or in part under Title VI.

Public School Districts

- Provide technology training for teachers and librarians (33 states)
- Provide professional development in the areas of aligning curriculum to standards and developing and designing curriculum (23 states)
- Provide professional development on current assessment practices, and how to use test scores and other methods to diagnose students' needs (23 states)
- Provide professional development in effective schools practices and improved instructional strategies (21 states)
- Provide workshops in specific curriculum content areas (primarily reading/language arts and mathematics) (20 states)

> *"Classroom teachers are provided training opportunities to learn about the technical and curricular uses of the Internet. This training is required in our district before teachers are allowed to implement Internet use by their students. Teachers have used this training experience to identify resources on the Internet, which can have a powerful impact on student learning."* **WY district**

Private Nonprofit Schools

- Provide training in using new technology for library/media centers (13 states)
- Provide professional development in enhancing the curriculum (13 states)
- Provide professional development in using instructional materials more effectively (12 states)
- Provide training for teachers in using computers in the classrooms effectively (8 states)
- Provide professional development for teachers on instructional improvement (7 states)

> *"We purchased multicultural curriculum for at risk students in multiple level classrooms."* **MA private nonprofit school**

State Educational Agencies

- Provide professional development in curriculum and instruction (16 states)
- Provide professional development in the use of technology (5 states)
- Provide professional development in developing/aligning curriculum to standards (4 states)
- Provide professional development about appropriate instructional materials (4 states)
- Provide professional development in improving and supporting assessment (4 states)

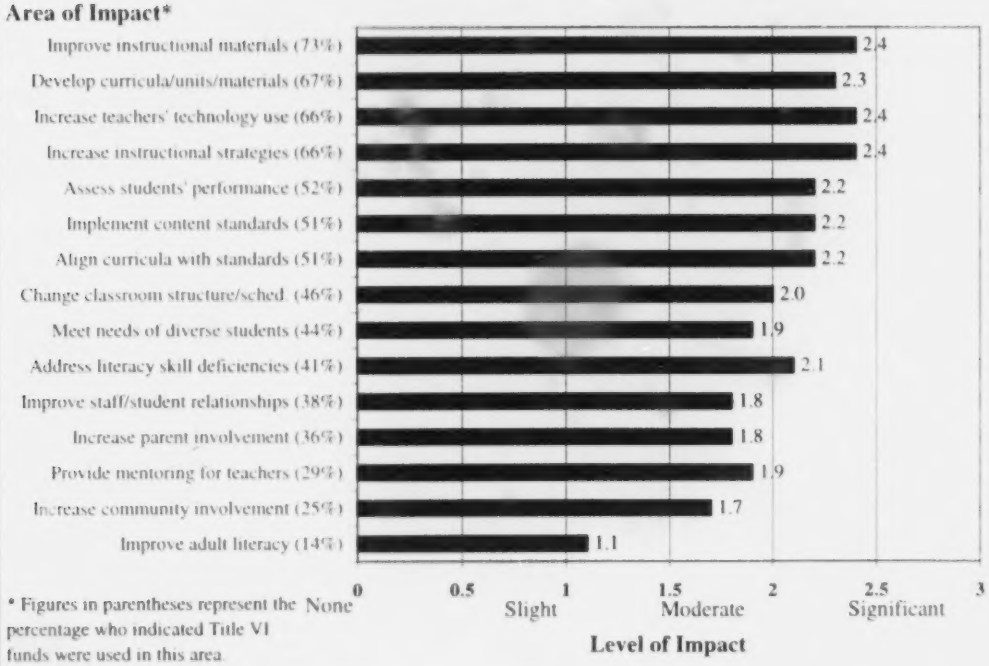
> *"Staff funded in part by Title VI funds provided workshops and direct technical assistance for teachers, administrators, and parents on standards-based instruction and assessment, analysis of data on student achievement/performance, instructional technology, and on the state's curriculum frameworks in English language arts, mathematics, and science."*
> **RI Department of Education**

Question 3c.

Circle the degree of impact that Title VI funding has had on the improvement of your district's or school's instructional services from the 1995-96 school year through the 1996-97 school year in each of the following areas. "N/A" indicates that the item was not a goal of your Title VI activities. A "0" indicates that the item was a goal of your Title VI activities, but that the impact was none. A "1," "2," or "3" indicates that the item was a goal of your Title VI activities, and the impact was slight, moderate, or significant, respectively.

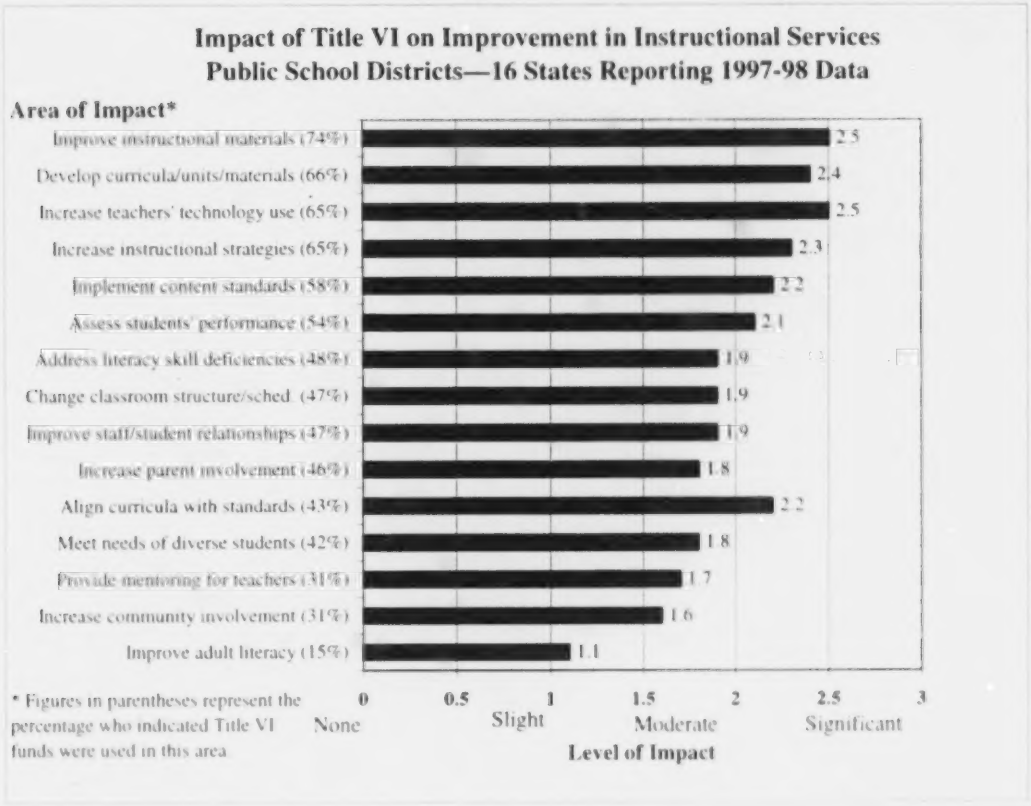
Figure 9a.

Impact of Title VI on Improvement in Instructional Services
Public School Districts—23 States Reporting 1996-97 Data



* Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

Figure 9b.



- For both years, Title VI funds were most frequently used in these four areas: *Improve instructional materials, Develop curricula/units/materials, Increase teachers' technology use*, and *Increase instructional strategies*.
- These four areas were also rated as the areas where Title VI funding made the greatest impact (ranging from '2.3' to '2.5' on a 3.0 scale) on improving instructional services.

Title VI Exemplary Program:
Science Project, Golda Meir School, Wisconsin

To help ensure their students met the State of Wisconsin and National Science Standards, the Golda Meir School in Milwaukee devoted a classroom to teach science. A full-time, certified science teacher was hired, and the classroom was stocked with hands-on activities and investigations. Students attended this class twice a week for two hours. Activities include those to promote science process skills and content knowledge and to allow students to participate in distance learning projects. As a result of this program and an increased focus on science, students' test scores were 50 points above the average on the district's performance assessment.

Figure 10a.

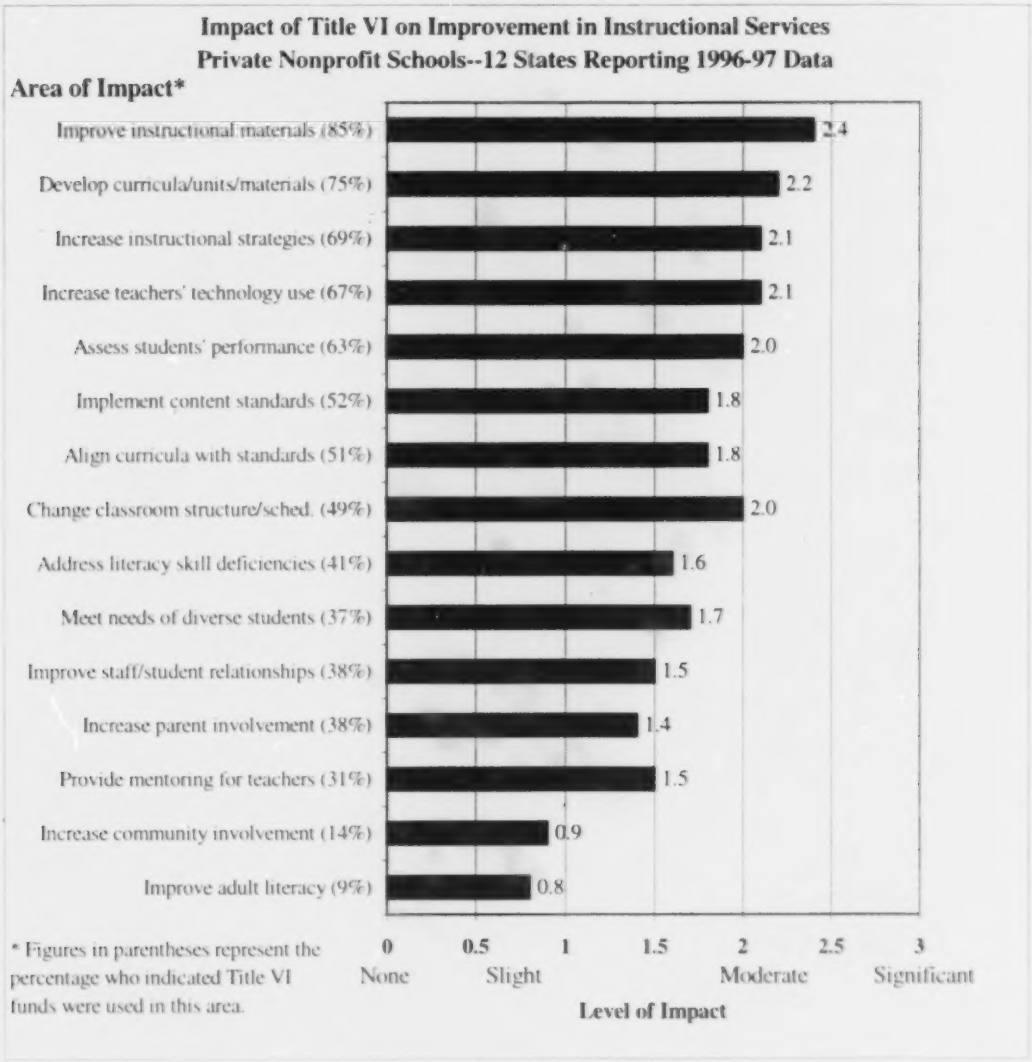
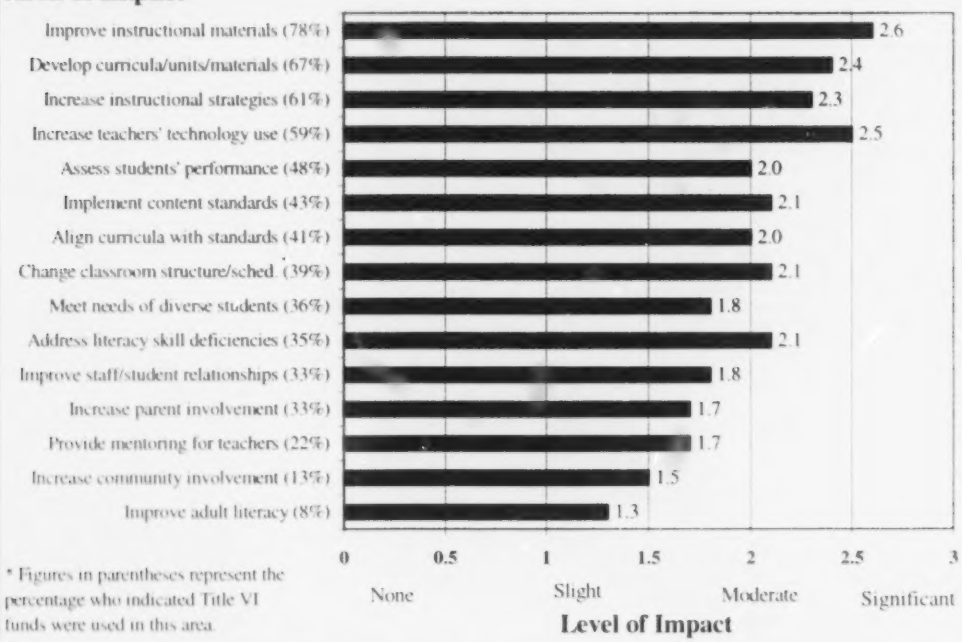

Impact of Title VI on Improvement in Instructional Services
Private Nonprofit Schools--12 States Reporting 1996-97 Data
Area of Impact*
Improve instructional materials (85%)
2.4
Develop curricula/units/materials (75%)
2.2
Increase instructional strategies (69%)
2.1
Increase teachers' technology use (67%)
2.1
Assess students' performance (63%)
2.0
Implement content standards (52%)
1.8
Align curricula with standards (51%)
1.8
Change classroom structure/sched. (49%)
2.0
Address literacy skill deficiencies (41%)
1.6
Meet needs of diverse students (37%)
1.7
Improve staff/student relationships (38%)
1.5
Increase parent involvement (38%)
1.4
Provide mentoring for teachers (31%)
1.5
Increase community involvement (14%)
0.9
Improve adult literacy (9%)
0.8
0
0.5
1
1.5
2
2.5
3
None
Slight
Moderate
Significant
Level of Impact
* Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

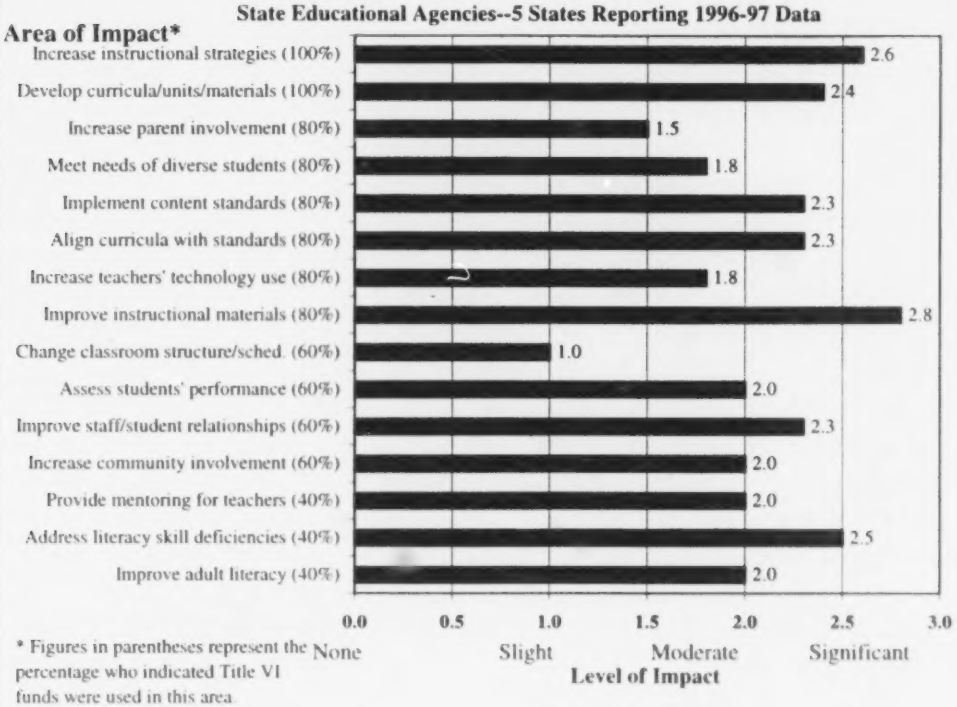
Figure 10b.
Impact of Title VI on Improvement in Instructional Services
Private Nonprofit Schools--10 States reporting 1997-98 Data



- Across both years, the same four areas were those most frequently addressed by Title VI funds. These areas were ***Improve instructional materials***, ***Develop curricula/units/materials***, ***Increase instructional strategies***, **and** ***Increase teachers' technology use***. These are the same four areas most frequently reported by public schools.

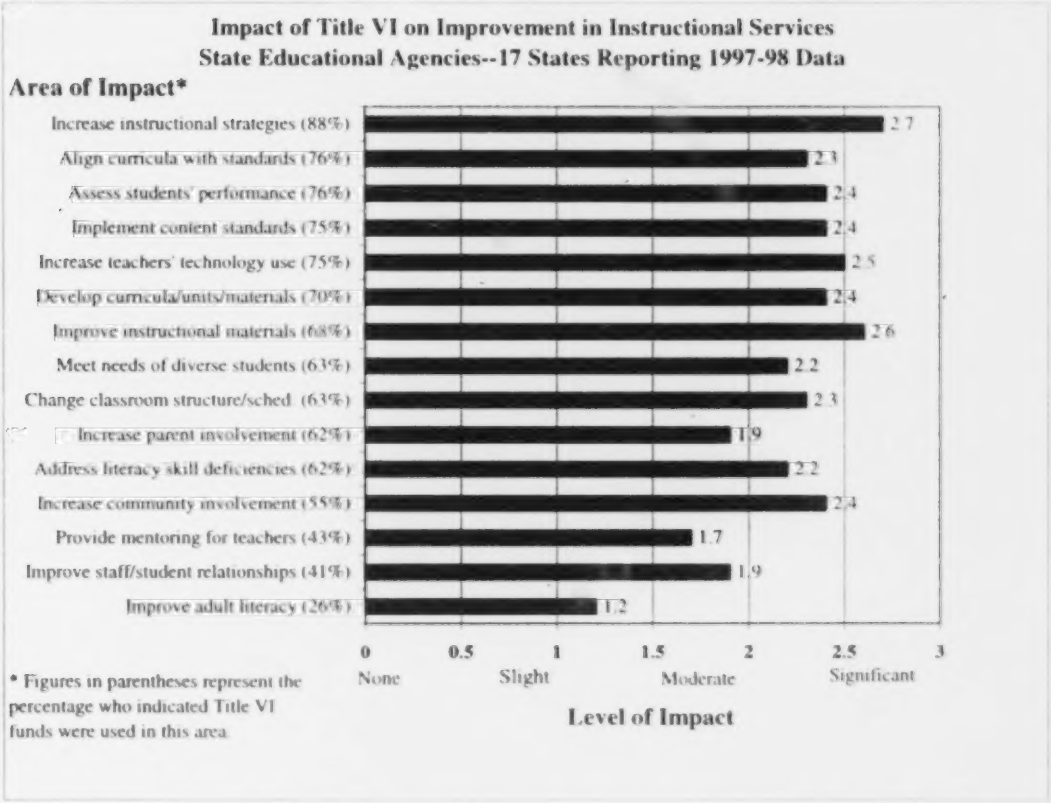
- Also similar to public school districts, these same four areas were also rated as the areas where Title VI funding had the greatest impact (ranging from 2.1 to 2.6 on a 3.0 scale).

Figure 11a.
Impact of Title VI on Improvement in Instructional Services
State Educational Agencies--5 States Reporting 1996-97 Data



* Figures in parentheses represent the percentage who indicated Title VI funds were used in this area

Figure 11b.



- All five states reporting 1996-97 data used Title VI funds to ***Increase instructional strategies*** and ***Develop curricula/units/materials.*** They rated the impact of Title VI funding in these areas between "moderate" and "significant."

- For states reporting 1997-98, 88 percent of the states reported using their funds to ***Increase instructional strategies***. Slightly over three-fourths (76%) used their Title VI funds to ***Align curricula with standards*** and ***Assess students' performance.*** Title VI in these three areas was rated as having an impact between "moderate" and "significant."

Section 4: Impact of Title VI on Educational Innovation and Local School Reform Efforts and National School Reform Efforts

This section presents graphic as well as summary data from open-ended questions in which public school districts, private nonprofit schools and states addressed how Title VI is used for educational innovation and local, state educational agencies, or national reform efforts.

Question 4a.

Please circle the degree of impact that Title VI funding has had in your district or school in each of these areas from the 1995-96 school year through the 1997-98 school year. "N/A" indicates that the item was not a goal of your Title VI activities. A "0" indicates that the item was a goal of your Title VI activities, but that the impact was none. A "1," "2," or "3" indicates that the item was a goal of your Title VI activities, and the impact was slight, moderate, or significant, respectively.

Figure 12a.

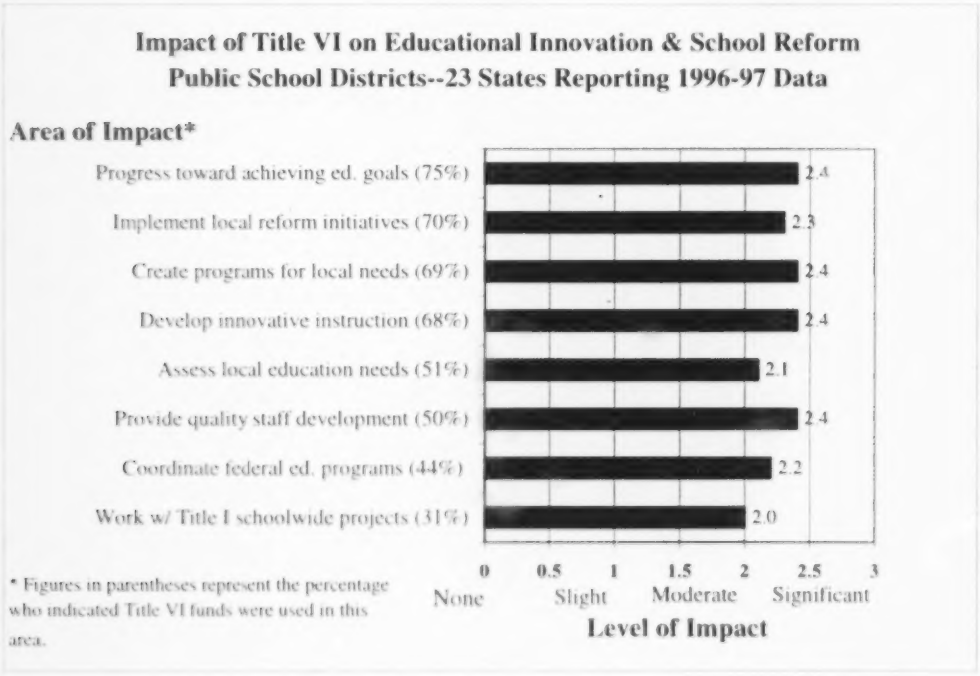
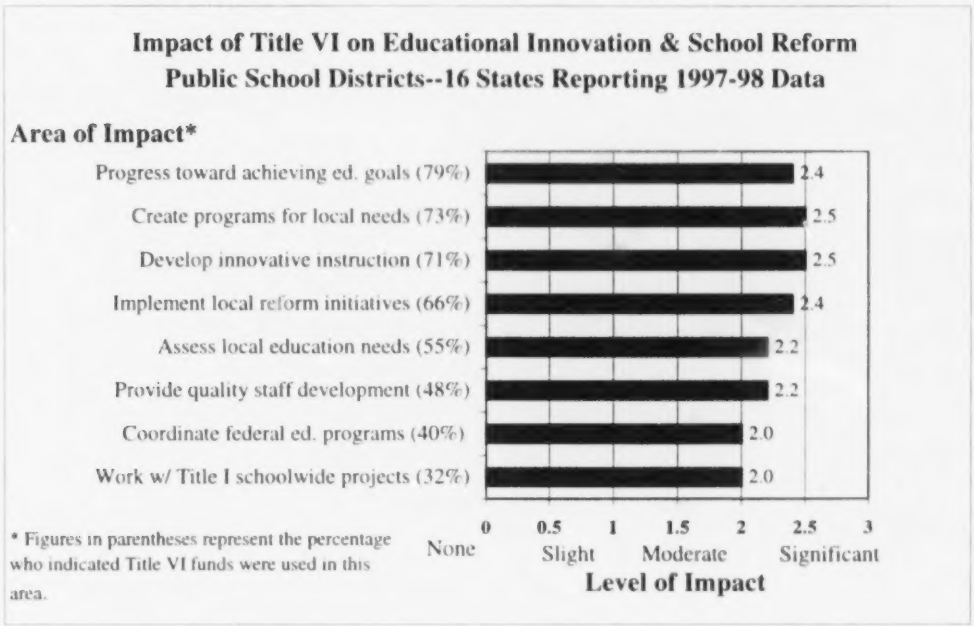


Figure 12b.



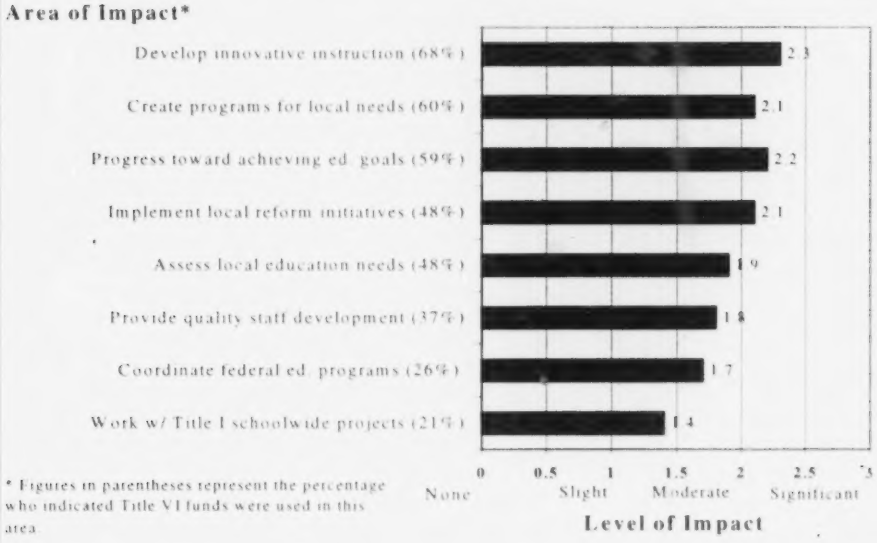
- Responses across the years were very similar.

- ***Progress towards achieving educational goals***, ***Implement local reform initiatives***, ***Create programs for local needs***, and ***Develop innovative instruction*** were the four areas reported where Title VI funds were most often used (ranging from 79% to 66%). Title VI was rated to have between "moderate" and "significant" impact on these four areas.

- In both years, approximately half of the public school districts used their Title VI funds to ***Provide quality staff development.*** The impact on educational innovation and school reform was rated 2.4 to 2.2, respectively (1996-97 and 1997-98) on a scale of 3.0.

Figure 13a.

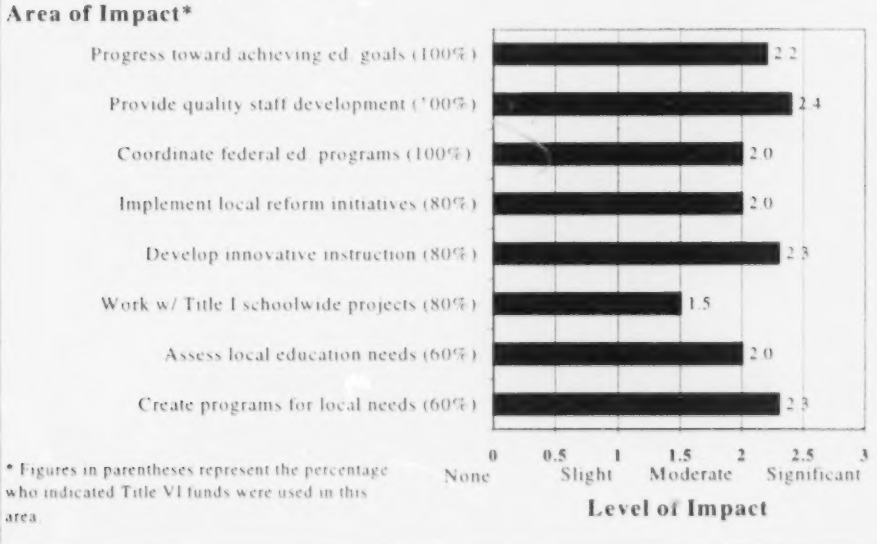
Impact of Title VI on Educational Innovation & School Reform
Private Nonprofit Schools--12 States Reporting 1996-97 Data



* Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

Figure 13b.

Impact of Title VI on Educational Innovation and School Reform
Private Nonprofit Schools--10 States Reporting 1997-98 Data



* Figures in parentheses represent the percentage who indicated Title VI funds were used in this area.

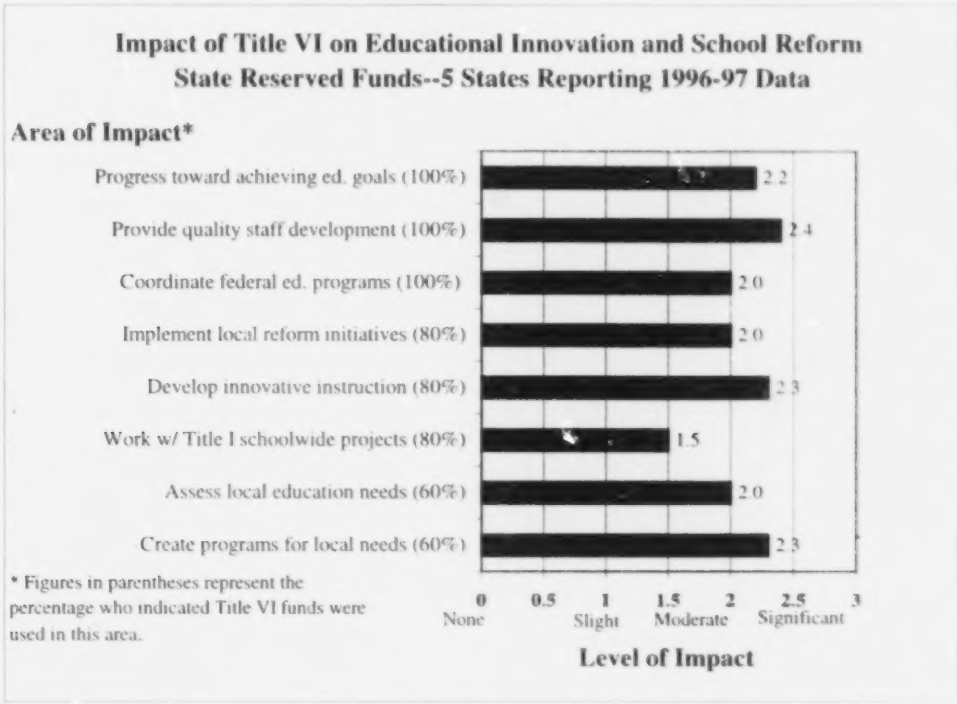
- For states reporting 1996-97 data, 68 percent of the private nonprofit schools reported using Title VI funds to ***Develop innovative instruction.*** For 60% of those reporting, Title VI was used to ***Create programs for local needs.*** For 59%, Title VI was used to make ***Progress toward achieving educational goals.***

- These three areas were also rated as ones where Title VI funding had the greatest impact (responses were slightly higher than "moderate").

- For states reporting 1997-98 data, all private nonprofit schools that responded to these items reported they used Title VI funds to address ***Progress toward achieving educational goals, Provide quality staff development,*** and ***Coordinate federal education programs.***

- The impact of Title VI funding on these areas, on average, was rated "moderate" or slightly higher.

Figure 14a.

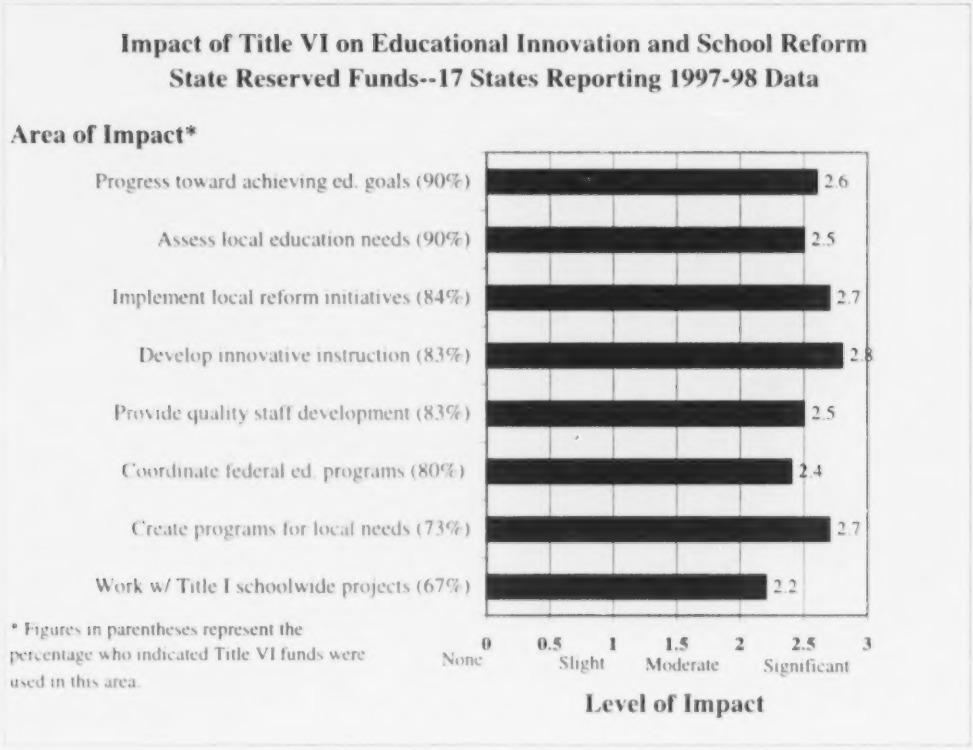


- All states reporting 1996-97 data (Figure 14a) used their Title VI funds to make ***Progress toward educational goals***; ***Provide quality staff development***; and ***Coordinate federal education programs.*** The impact of Title VI on these areas was rated "moderate" to slightly higher.

- For states reporting 1997-98 data, 90% used Title VI funds to make ***Progress toward educational goals*** and ***Assess local education needs.*** The impact of Title VI state-reserved funds was rated as being between "moderate" and "significant."

- All states reporting both years used the majority of their state-reserved funds to address all eight of the areas listed for educational innovation and school reform (60% to 100%).

Figure 14b.



Title VI Exemplary Program:
Reading Works, Philipsburg-Osceola School District, Pennsylvania

The Philipsburg-Osceola School District is using its Title VI funds to provide one-on-one tutoring for first graders who have been identified at risk of reading failure. Volunteers from the community were given training in one-on-one instruction for emergent readers. One volunteer served as their coordinator. Parents received instructions in how to help their children complete school assignments. Students received 30 minutes of tutoring weekly for 12 weeks and were given work to complete at home.

Of the students tutored in the first year of the program, none were retained or placed in Special Education. The results of surveys, the high number of returning volunteers, and student progress reports from the classroom also indicate the program has been a success. The program will be continued next year with the help of university students who are enrolled in the America Reads Challenge. A video about the program has been produced and staff members are now helping train volunteers in other school districts.

Question 4b. In what ways has the Title VI program been effective in supporting local education reform initiatives? Efforts to achieve the National Education Goals?

Public School Districts

- Provide on-going professional development to enable reform initiatives and meet local, state, and national goals (22 states)
- Purchase/upgrade computer technology (both hardware and software) (21 states)
- Purchase enhanced supplementary materials for students that are current, high interest, aligned with new standards, and age-appropriate (17 states)
- Allow/enhance curriculum development and alignment with state and national standards (16 states)
- Fund/supplement programs to improve students' reading and language arts skills (16 states)

> *"The Title VI program has provided all teachers the opportunity to improve their professional skills through extensive teacher training in the use of technology as a teaching tool. Staff members have been trained in using technology to integrate their curriculum and to implement engaged learning activities into their daily lesson plans. Community members have had access to the computer labs after the school day has ended. The Title VI program has addressed a goal in the local technology plan by enabling more students to have greater access to computer technology than in the past."* **IL district**

Private Nonprofit Schools

- Purchase/upgrade computer hardware and software (17 states)
- Purchase instructional materials that enhance the various curriculum areas and support attainment of local, state, and national goals (13 states)
- Fund reading/language arts and literacy improvement initiatives (9 states)
- Upgrade library/media center (6 states)
- Develop, enhance, align curriculum to standards (5 states)

> *"Title VI funds allowed us to focus on literacy. Students have been able to receive specialized instruction before and after school in the computer lab."* **CO private nonprofit school**

State Educational Agencies

- Provide support for school improvement/reform efforts (13 states)
- Provide professional development in needed areas (10 states)
- Support districts in efforts to improve student achievement (7 states)
- Meet/address greatest needs of districts through the flexibility of Title VI (5 states)
- Increase technology use and proficiency (2 states)

> *"Title VI has been most effective in supporting local education reform initiatives through the flexibility built into the Title VI legislation. These broad areas allow the state and local school districts to meet their greatest needs as well as assisting in high achievement for all students. All activities conducted with Title VI funds supported the implementation of both Florida's and the National Education goals."* **FL Department of Education**

Title VI Exemplary Program:
Partnerships in Education, Nashua Public Schools, New Hampshire

The Partnerships in Education consists of two programs—the School Volunteer Program and the Business Partnership Program. The partnerships are based on the premise that the successful education of a child requires a working partnership among parents, schools, and communities. To promote the link between all 16 Nashua schools and their communities, the business partnership fostered the awareness, involvement, and commitment of numerous individuals, organizations, and businesses in the district.

Under the direction of a districtwide volunteer coordinator, all schools established a school volunteer program. During 1996-97, 6,963 volunteers donated 197,340 hours to the schools. All 16 schools were Blue Ribbon Award winners (an award sponsored by the New Hampshire Partners in Education, the state education department, and the state governor's office). The Business Partnership's Adopt-A-School program promotes cooperation and communication between businesses and education. The goals of the program are to share business and school resources, provide adult role models, provide fundamental skills necessary to enter the workforce, and enable students to compete successfully in a global market. The district received the Gold Circle Award that is presented to partnership programs of excellence.

Question 4c.[3] Briefly describe the role that Title VI has played in supporting efforts to coordinate federal education programs, including Title I Schoolwides, in your school or district.

Public School Districts

- Plan, coordinate, and strengthen services with other federal, state, and local funding sources to meet standards and strategic plans (28 states)
- Provide supplemental services and materials to Title I schoolwide project programs (16 states)
- Provide supplemental services, materials, and professional development in Title I targeted assistance schools (14 states)
- Coordinate with Title II by providing materials for teachers' use in Title II-funded professional development (13 states)
- Coordinate with Titles I and II to provide coordinated professional development (12 states)
- Combine federal programs in best ways to support locally-determined goals (12 states)

> *"Our Title VI programs support additional academic and social programs in schools that receive Title I funds. Tutoring, conflict resolution, and literacy programs are coordinated and support the Title I schools so that the possibilities for student success are maximized."* **NV district**

Private Nonprofit Schools

- Plan, coordinate, acquire, and use instructional, library/media, and curriculum/assessment materials and services across the ESEA-funded programs (5 states)
- Provide more staff development by coordinating with Titles I, II, and IV (3 states)
- Meet local needs by using the funds in the best way for the students (3 states)
- Enhance Title I reading programs (2 states)
- Purchase more computer technology (2 states)

> *"Our school receives funds from Title I, Title II, and Title IV, as well as Title VI. Title I allows for us to purchase software, while Title VI funds are used for computer hardware."* **TN private nonprofit school**

State Educational Agencies

- Take lead role in coordinating all federal education programs (9 states)
- Develop consolidated applications for federal programs (5 states)
- Provide professional development to districts on coordination of programs (5 states)
- Enable cross-program coordination (3 states)
- Help special populations (primarily at-risk students) by coordinating Title VI efforts with other local, state, and national efforts (2 states)

> *"Title VI created and supported IASA efforts with planning, workshops, forms, information dissemination, and monitoring.""* **ME Department of Education**

Title VI Exemplary Program:
Colorado Literacy Initiative, Colorado Department of Education

In 1996, Colorado passed state legislation with the goal of all students reading on grade level by Grade 3. All students not reading on grade level when entering the fourth grade were required to have an individual literacy plan (ILP). Title VI enabled the state education department to bring together some of the best thinkers in early literacy to draft recommendations, guidelines, and benchmarks in support of this legislation. The department published the *Literacy Handbook*, a manual that was sent to all superintendents, elementary principals, Title I directors, and Special Education directors. The handbook is intended to provide guidance and consistency across the state, in teaching and assessing Grades K-3 reading. The department offered a series of regional workshops to provide professional development and support to districts in instructional strategies, assessment, and ILPs.

Title VI has also helped districts meet the challenge of early literacy in their schools. The number of districts allocating Title VI funds to literacy programs has increased dramatically over the last two years. Schools are using their funds for professional development, supplemental reading programs, and instructional materials, such as books, assessments, and software. Through strategic use of Title VI funding, the state department and school districts help to ensure that statewide reforms are implemented in a more effective and sustainable manner.

Section 5: Recommendations for Improving the Title VI Program

This section summarizes how state educational agencies, the Department of Education, and Title VI legislation can be improved. Districts, private nonprofit schools, and state educational agencies responded to these questions.

Question 5a. List any changes or policy alternatives at the state administration level that you feel would strengthen Title VI programmatic support and increase the ability of schools or districts to implement educational improvements or systemic reform initiatives.

Public School Districts

- Keep the flexibility of Title VI that allows districts to tailor use of funds to their specific needs (17 states)
- Increase Title VI funding (13 states)
- Continue to support the program through continued funding (10 states)
- Continue state administration as is; we are satisfied (7 states)
- Decrease paperwork (i.e., streamline the application) (6 states)
- Provide and disseminate examples of Title VI-funded successful programs (6 states)

> *"We would like the program to continue to permit us to focus the funds in areas identified by the local education agency so that we can approach innovative programs/strategies or academic achievement in a manner that improves our program."* **WV district**

Private Nonprofit Schools

- Increase Title VI funding (3 states)
- Require less paperwork (3 states)
- Keep Title VI as it is with its flexibility (2 states)
- Let private nonprofit schools receive their funding directly from the federal level (2 states)
- Allow purchase of certain materials and equipment for religious schools (2 states)
- Allow purchase of materials independent of local districts (2 states)

> *"We are very limited in instructional materials due to the 1987 court ruling for religious schools that materials that are divertable cannot be purchased with Title VI funds. We feel that since public schools have this advantage, we should also."* **NY private nonprofit school**

State Educational Agencies

- Restructure SEA to include IASA and Goals 2000 staff in same unit to better support and coordinate the programs (1 state)
- Disseminate best practices and exemplary/model programs to districts (1 state)
- Permit submission of IASA consolidated report on all Title programs (1 state)
- Increase emphasis on evaluating the effectiveness of Title VI (1 state)
- Allow more administrative funds to provide personnel to provide technical assistance to districts (1 state)

> *"A larger percentage of administrative funds (to states) would allow for more personnel to provide technical assistance to districts."* **KY Department of Education**

Question 5b.

List any changes or policy alternatives at the US Department of Education administrative level that you feel would strengthen Title VI programmatic support and increase the ability of states, districts, and schools to implement educational improvements or systemic reform initiatives.

Public School Districts

- Increase Title VI funding (22 states)
- Keep the flexibility in Title VI (15 states)
- Increase the U.S. Department of Education's support of Title VI (9 states)
- Provide allocation information in a more timely manner and ensure adequate timelines (8 states)
- Provide a stronger emphasis on dissemination of best practices (7 states)
- Decrease the amount of paperwork required (7 states)

> *"Increase federal Title VI funding!"* **MI district**

Private Nonprofit Schools

- Increase Title VI funding (6 states)
- Announce allocations earlier (6 states)
- Keep Title VI flexible and funded (4 states)
- Provide more equitable distribution of Title VI funds based on economic need (4 states)
- Reduce required paperwork (3 states)

> *"Keep Title VI conditions the same as they are now."* **UT private nonprofit school**

State Educational Agencies

- Support and acknowledge Title VI and the contributions it makes (15 states)
- Improve administrative services (9 states)
- Send Title VI evaluation and data requirements with notification and anticipated state allocations (3 states)
- Increase funding (2 states)
- Increase dissemination of positive contributions made by Title VI, like other federal programs (2 states)

> *"More and better support for the program is needed."* **State Departments of Education**

Question 5c. List any changes or policy alternatives within the Title VI legislation that you feel would increase the abilities of states, districts, and schools to implement systemic reform initiatives, improve the quality of education, and increase student achievement.

Public School Districts

- Increase the funding for Title VI (23 states)
- Keep Title VI as it is – with local determination of how funds are spent (14 states)
- Maintain the flexibility of Title VI (14 states)
- Change program focus (narrow it, fund specific areas, widen it) (8 states)
- Give the other federal grants the flexibility of Title VI (5 states)
- Use more equitable funding formula, with more emphasis on number of low income and at-risk students (5 states)

> *"We are in a poverty income area and always in need of funding to supplement curriculum needs of students. Our diverse student body demands more effort in providing educational stimuli through materials and equipment. Teachers need more help. An increase in Title VI funding would be most advantageous."* **WI district**

Private Nonprofit Schools

- Increase the amount of Title VI funding (8 states)
- Maintain the current program with its flexibility (8 states)
- Reduce required paperwork, especially for small programs (3 states)
- Equalize the funding of Title VI by economic need (2 states)
- Announce allocations earlier and release funds sooner (2 states)

> *"This flexibility greatly multiplies the impact of the dollars. We can do things with Title VI that we can do with no other programs. The unfortunate situation is that Title VI by itself is not always seen as making an impact, yet the programs it enhances are very effective because of this support."* **PA private nonprofit school**

State Educational Agencies

- Increase Title VI funding (4 states)
- Coordinate/consolidate reporting requirements for all federal programs with state plans (4 states)
- Tighten the focus of the innovative assistance areas or eliminate them (3 states)
- Keep maintenance of effort (2 states)
- Keep the flexibility of Title VI (2 states)
- Eliminate the supplement, not supplant requirement (2 states)
- Strengthen the coordination of Title VI with other programs (2 states)

> *"Changes should be made to the legislation to better coordinate the reporting requirements for all IASA programs. A new consolidated evaluation should be developed that maintains the integrity of individual programs, such as Titles I, II, IV, and VI, while demonstrating the effects of consolidation."*
> **CT Department of Education**

Title VI Exemplary Program:
Arts Camp, Memphis City Schools in Tennessee

Each year Memphis City schools hold a summer arts camp. The goals of the camp include engaging students in a standards-based curriculum related to writing and producing an original play; providing a forum for students to apply arts concepts and skills to solving real life problems associated with play production; and providing a forum for students to practice team skills as they strive to produce a quality product.

Students in Grades 5-12 audition annually for the camp, and 150 are selected. Students are divided into five groups of 30 students. Each group develops an essential segment of the play, which is related to a different historical theme each year. During their three weeks in camp, students engage in these learning activities: play writing, song writing, choreography, set/prop design, costuming, theater management (ad and ticket sales; public relations), and sound and lighting technology. The capstone of the camp is the performance of the play. The annual performance is attended by over 1,500 parents and community members.

After attending the camp, many students continue to study theater arts. Parents and students rate the camp as outstanding. The camp has been featured at three National Art Education conferences, the National Education Fair for Congress, and the National Network of Creating and Performing Arts Schools conference. Videotapes of the final performances document the high quality, student-directed learning that has been associated with the program over the last few years.

APPENDICES

Title VI Allocations to States for 1997-98

1997-98 Title VI Formula Allocations	*1995 Age 5-17*	*% of Population*	*Grant Amounts*	*% of Grant*
Grants to States/Territories	**50,001,158**	**100.00%**	**$307,830,000**	**100.00%**
Alabama	779,482	1.56%	$4,683,886	1.52%
Alaska	136,371	0.27%	$1,539,150	0.50%
Arizona	837,462	1.67%	$5,032,286	1.63%
Arkansas	476,904	0.95%	$2,865,703	0.93%
California	5,983,790	11.97%	$35,956,433	11.68%
Colorado	712,250	1.42%	$4,279,891	1.39%
Connecticut	570,141	1.14%	$,425,962	1.11%
Delaware	127,210	0.25%	$1,539150	0.50%
Florida	2,403,467	4.81%	$14,442368	4.69%
Georgia	1,372,414	2.74%	$8,246,798	2.68%
Hawaii	213,453	0.43%	$1,539,150	0.50%
Idaho	258,498	0.52%	$1,553,307	0.50%
Illinois	2,204912	4.41%	$13,249,256	4.30%
Indiana	1,079,416	2.16%	$6,486,181	2.11%
Iowa	540,717	1.08%	$3,249,154	1.06%
Kansas	510,182	1.02%	$3,065670	1.00%
Kentucky	711,600	1.42%	$4,275,985	1.39%
Louisiana	902,919	1.81%	$5,425,616	1.76%
Maine	230,382	0.46%	$1,539,150	0.50%
Maryland	903,911	1.81%	$5,431,577	1.76%
Massachusetts	1,018,992	2.04%	$6,123,095	1.99%
Michigan	1,836,758	3.67%	$11,037,029	3.59%
Minnesota	924,828	1.85%	$5,557,266	1.81%
Mississippi	553,352	1.11%	$3,325,077	1.08%
Missouri	1,012,231	2.02%	$6,082,469	1.98%
Montana	179,152	0.36%	$1,539,150	0.50%
Nebraska	329,156	0.66%	$1,977,889	0.64%
Nevada	279,368	0.56%	$1,678,715	0.55%
New Hampshire	218,700	0.44%	$1,539,150	0.50%
New Jersey	1,386,329	2.77%	$8,330,413	2.71%
New Mexico	361,796	0.72%	$2,174,022	0.71%
New York	3,177,158	6.35%	$19,091,457	6.20%
North Carolina	1,285,231	2.57%	$7,722,918	2.51%
North Dakota	128,615	0.26%	$1,539,150	0.50%
Ohio	2,087,015	4.17%	$12,540,816	4.07%
Oklahoma	647,677	1.30%	$3,891,873	1.26%
Oregon	587,449	1.17%	$3,529,965	1.15%
Pennsylvania	2,214,963	4.25%	$12,768,845	4.15%
Rhode Island	170,041	0.34%	$1,539,150	0.50%
South Carolina	681,551	1.36%	$4,095,421	1.33%
South Dakota	154,126	0.31%	$1,539150	0.50%
Tennessee	044,820	1.89%	$5,677,398	1.84%
Texas	3,818,793	7.64%	$22,947,024	7.45%
Utah	490,800	0.98%	$2,949,204	0.96%
Vermont	109,668	0.22%	$1,539,150	0.50%
Virginia	1,148,839	2.30%	$6,903,342	2.24%
Washington	1,302,507	2.06%	$6,204307	2.02%
West Virginia	315,408	0.63%	$1,895,278	0.62%
Wisconsin	1,009,246	2.02%	$6,064,532	1.97%
Wyoming	104,011	0.21%	$1,539,150	0.50%
Washington, DC	74,743	0.15%	$1,539,150	0.50%
Puerto Rico	852,354	1.70%	$5,121,772	1.66%
Outlying Areas	79,389	100.00%	$2,170,000	100.00%
American Samoa	13,629	17.17%	$372,532	17.17%
N. Mariana Islands	7,766	9.78%	$212,274	9.78%
Guam	31,797	40.05%	$889,131	40.05%
Virgin Islands	26,197	33.00%	$716,063	33.00%

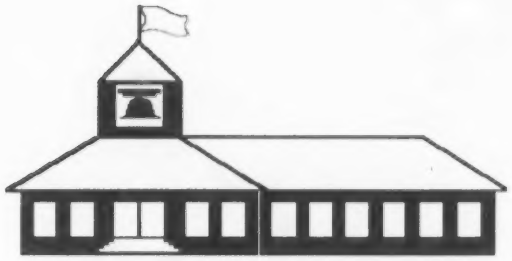
Elementary and Secondary Education Act

Title VI, Innovative Education Program Strategies

NATIONAL SURVEY

of

Local Education Agencies



1/22/98

Title VI of the Elementary and Secondary Education Act, as amended by the Improving America's Schools Act of 1994, is a federal program that provides flexible formula funding to public schools and services to private, nonprofit schools nationally to implement and support innovative education projects based on the needs of a district and its schools.

Section 6202(a)(2)(b) of the authorizing legislation, P.L. 103-382, requires that states provide for an evaluation of the effectiveness of programs assisted under Title VI in FY 1998. In their document, *Guidance for Title VI*, the U.S. Department of Education writes that it:

> envisions that the evaluation would measure the overall impact of Title VI on the improvement of education -- **specifically on school's curriculum and instruction, on school staff, and on students**. The SEA must evaluate the effectiveness of both statewide programs and local programs. In evaluating local programs, **the SEA is encouraged to consider the discretion that LEAs have to allocate funds among innovative assistance programs** (U.S. Dept. of Ed., *Guidance for Title VI*, p.22).

This questionnaire was developed by the Title VI National Steering Committee. The data collected will be used to compile state and national reports that assess and describe the impact of the Title VI program from the school year 1995-1996 through 1996-1997 on the following:

- students and student achievement
- curricula, instruction and assessment - the improvement of instructional services
- the ability of schools and districts to assess and address local needs, develop innovative and effective educational practices, and implement promising education reform initiatives.

The questionnaire is organized into 5 sections. Not all sections and survey items will apply to all respondents. Those responding to the survey are asked to complete only those sections and survey items that are applicable to their Title VI-funded activities.

- **Section 1: District/School Use of Title VI Funds**
  To be completed by all survey respondents.
- **Section 2: Title VI Impact on Students**
  To be completed by survey respondents whose Title VI programs involve activities that target student learning or student achievement.
- **Section 3: Title VI Impact on the Improvement of Instructional Services**
  To be completed by respondents whose programs involve activities related to the improvement of curriculum, instruction and/or assessment.
- **Section 4: Title VI Impact on Educational Innovation and Local Reform Efforts**
  To be completed by respondents who have implemented educational reforms, coordinated federal program planning, or innovative efforts to achieve the national education goals.
- **Section 5: Recommendations for Improving the Title VI Program**
  To be completed by survey respondents who have recommendations for legislative or policy changes that would strengthen the Title VI program's ability to support educational improvement.
- **Exemplary Title VI Programs**
  To be completed by all respondents who have implemented what can be considered exemplary or promising Title VI programs.

Please check one: _____**Public School District** _____**Private School**

Name of School District or Private School:_____

Name of Title VI Program Contact Person:_____**Phone:**_____

Name of Person Completing this Form (if different):_____**Phone:**_____

SECTION 1: DISTRICT/SCHOOL USE OF TITLE VI FUNDS

1A. Provide the **total amount of district or school Title VI funds allocated to each of the Innovative Assistance areas during the 1996-1997 school year**. *Note: This information may have been previously reported in your application for funds or Title VI Biennial Report. If so, please refer to those documents to ensure that these numbers are consistent with those that have been previously reported.*

	Total Title VI Allocation
1. Technology related to the implementation of school-based Reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software.	$
2. Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program; a. Library/media services and materials (including reference materials)	$
b. Computer software and hardware for instructional use	$
c. Other instructional materials and assessments	$
3. Promising education reform projects, including effective schools and magnet schools.	$
4. Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.	$
5. Programs to combat illiteracy in the student and adult population, including parent illiteracy.	$
6. Programs to provide for the educational needs of gifted and talented children.	$
7. School reform activities that are consistent with the Goals 2000: Educate America Act.	$
8. School improvement programs of activities under Sections 1116 and 1117 of IASA Title I (assessment and school improvement initiatives).	$
9. Schoolwide Programs as authorized in Section 1114 of IASA Title I.	$
10. Administration (including indirect cost)	$

1B. Provide the **total number of personnel funded in full or in part under Title VI in your district or school during the 1996-1997 school year**. Please report as full-time equivalents (F.T.E.s).

	Number		Number
Teachers	_____	Parent/Community Liaisons	_____
Teaching Assistants	_____	Social Workers	_____
Librarians	_____	Counselors	_____
Library Assistants	_____	Family Services Coordinator	_____
Curriculum Specialists	_____	Tutors	_____
Assessment Specialists	_____	Special Project Coordinators	_____
Media Specialists	_____	Title VI Program Administrators	_____
Technology Coordinators	_____	Title VI Program Support (Admin. Assts., Evaluators, Accountants)	_____
Technology Assistants	_____		

Others (specify position and number):_____

1C. Title VI is intended to be among the most flexible of programs under the *Improving America's Schools Act*. **Briefly describe how the flexibility to allocate funds among the Title VI innovative assistance areas has enhanced your school's or district's school improvement efforts.**

1D. **List any programs, activities, or reforms that Title VI has enabled your school or district to implement that could not have been implemented otherwise. Briefly describe how those programs, activities or reforms would be negatively affected without the continued support of funding**.

SECTION 2: TITLE VI IMPACT ON STUDENTS

Did your Title VI funded activities target student performance or student achievement?
_____Yes _____No

If yes, please complete this section. If no, please skip to page 9, Section 3.

2A. List the **number of students that benefited from the Title VI program during the 1996-1997 school year. Please also list the total number of district or school students by grade level where the data are applicable and available.** *Note: This information may have been previously reported in your application for funds or Title VI Biennial Report. If so, please refer to those documents to ensure that these numbers are consistent with those that have been previously reported.*

	Number Served	Total Number
Infants to Pre-Kindergarten	_____	_____
Elementary School	_____	_____
Middle/Junior High School	_____	_____
High School	_____	_____
Age 18 to 21 (out of school)	_____	_____
Adult Learners (over 21 yrs. of age)	_____	_____

2B. **Describe the impact that your Title VI program has had on student learning and achievement in your district or school**. In formulating your response, please consider the impact of the program on at risk students, gifted and talented, and other subgroups of students in addition to the general student population. Please include any supporting data as well as anecdotes about, or testimony from, specific students for whom the program has made a difference.

2C. Please circle **the degree of impact that Title VI funding has had on your district's or school's students from the 1995-1996 school year through the 1996-1997 school year** in each of the following areas. **"N/A" indicates that the item was not a goal of your Title VI activities. A "0" indicates that the item was a goal of your Title VI activities but that the impact was none. A "1", "2", or "3" indicates that the item was a goal of your Title VI activities and the impact was slight, moderate, or significant, respectively.**

		Not Applicable	None	Slight	Moderate	Significant
1.	Preparing students for a competitive workforce.	N/A	0	1	2	3
2.	Preparing students for higher education.	N/A	0	1	2	3
3.	Enabling all students to meet challenging content and performance standards.	N/A	0	1	2	3
4.	Improved reading, writing, and communication skills in students and/or adults.	N/A	0	1	2	3
5.	Meeting the educational needs of students at risk of failing or of dropping out.	N/A	0	1	2	3
6.	Increasing student proficiency in the use of technology.	N/A	0	1	2	3
7.	Meeting the cognitive/social/developmental needs of preschool children.	N/A	0	1	2	3
8.	Reducing the number of student disciplinary actions.	N/A	0	1	2	3
9.	Providing for the educational needs of gifted and talented children.	N/A	0	1	2	3
10.	Increasing adult literacy.	N/A	0	1	2	3
11.	Improving student achievement through the acquisition of library/media center materials and other instructional materials.	N/A	0	1	2	3
12.	Other (please specify)_____	N/A	0	1	2	3

_____

2D. Were any of the following items, goals or objectives of your district's or school's Title VI funded educational improvement efforts? Did a Title VI funded project have an impact in any of the following areas? If so, please provide information, where applicable and available, regarding the **impact that programs, funded in full or in part by Title VI, may have had in your district or school from 1995-1996 through the 1996-1997 school year** in any of the following areas:

	1995-96	1996-97
1. Attendance rate:	_____% to	_____%
2. Graduation rate:	_____% to	_____%
3. Grade level promotion:	_____% to	_____%
4. Dropout rate:	_____% to	_____%
5. Percentage of students earning college credits:	_____ %to	_____%
6. Percentage of students in Advanced Placement programs:	_____ %to	_____%
7. Percentage of students in Intl. Baccalaureate programs:	_____ %to	_____%
8. Numbers of suspensions and expulsions:	_____ to	_____
9. Library/Media Center materials circulation:	__ ___ to	_____

Student Assessment

10. Median percentile rank: _____% to _____%

Grade Level, Test(s) and Subject area(s)_____

_____.

11. Percentage of students demonstrating content standard proficiency or passing state assessments: _____% to _____%

Grade Level, Test(s) and Subject area(s)_____

_____.

12. Average ACT score: _____ to _____

13. Average SAT/SAT1 score: _____ to _____

SECTION 3: TITLE VI IMPACT ON IMPROVEMENT OF INSTRUCTIONAL SERVICES

Did the Title VI-funded activities of your school district or school target the improvement of curriculum, instruction, or assessment? _____Yes _No

If yes, please complete this section. If no, please skip to page 12, Section 4.

3A. Provide the **total number of staff, parents and others participating in professional development and other activities related to the improvement of instructional services, that were paid for in full or in part by Title VI during the 1996-1997 school year**. Other activities could include, for example, writing district standards or assessments, enhancing curricula, or community outreach efforts.

	Number
Teachers	_____
Teacher Assistants	_____
Instructional Support Service Providers	_____
Administrators	_____
Parents/Business/Community Members	_____
Others (please specify)_____	

3B. **Describe how district or school curricula, instruction and assessment have been enhanced through professional development and other activities related to the improvement of instructional services, funded in full or in part under Title VI**. You are encouraged to include anecdotes about, or testimony from, specific teachers (or parents, administrators, others) for whom the program has made a difference.

3C. Please circle the degree of **impact that Title VI funding has had on the improvement of your district's or school's instructional services from the 1995-1996 school year through the 1996-1997 school year** in each of the following areas. **"N/A" indicates that the item was not a goal of your Title VI activities. A "0" indicates that the item was a goal of your Title VI activities but that the impact was none. A "1", "2", or "3" indicates that the item was a goal of your Title VI activities and the impact was slight, moderate, or significant, respectively.**

		Not Applicable	None	Slight	Moderate	Significant
1.	Increasing teachers' knowledge of a variety of instructional strategies.	N/A	0	1	2	3
2.	Assisting parents in becoming partners in the education of their children.	N/A	0	1	2	3
3.	Meeting the needs of culturally and linguistically diverse students.	N/A	0	1	2	3
4.	Implementing changes in classroom structure or scheduling.	N/A	0	1	2	3
5.	Development of new curricula, thematic units, or instructional materials.	N/A	0	1	2	3
6.	Mentoring, induction or peer coaching programs for teachers.	N/A	0	1	2	3
7.	Development and/or implementation of content standards.	N/A	0	1	2	3
8.	Alignment of curricula with standards.	N/A	0	1	2	3
9.	Assessment of student performance.	N/A	0	1	2	3
10.	Increasing teachers' ability to use technology in instruction.	N/A	0	1	2	3
11.	Improving the quality of instructional materials.	N/A	0	1	2	3
12.	Diagnosing and addressing literacy skill deficiencies.	N/A	0	1	2	3
13.	Assisting adults in obtaining literacy skills.	N/A	0	1	2	3
14.	Improvement in relationships among staff and/or among staff and students.	N/A	0	1	2	3
15.	Establishing community outreach programs and increasing community involvement.	N/A	0	1	2	3

SECTION 4: IMPACT OF TITLE VI ON LOCAL REFORM EFFORTS AND EDUCATIONAL INNOVATION

Did your school district or school use Title VI funds to implement educational reforms or support efforts to achieve the national education goals? _____Yes _____No

If yes, please complete this section. If no, please skip to page 12, Section 5.

4A. Please circle the degree of **impact that Title VI funding has had in your district or school** in each of these areas from the **1995-1996 school year through the 1996-1997 school year. "N/A" indicates that the item was not a goal of your Title VI activities. A A0" indicates that the item was a goal of your Title VI activities but that the impact was none. A "1", "2", or "3" indicates that the item was a goal of your Title VI activities and the impact was slight, moderate, or significant, respectively.**

	Not Applicable	None	Slight	Moderate	Significant
1. Progress toward achieving local, state and national education goals.	N/A	0	1	2	3
2. Implementation of local education reform initiatives.	N/A	0	1	2	3
3. Assessment of local education needs.	N/A	0	1	2	3
4. Ability to create and implement programs that address local education needs.	N/A	0	1	2	3
5. Development of innovative instructional programs and practices.	N/A	0	1	2	3
6. Establishing quality ongoing professional development programs.	N/A	0	1	2	3
7. Coordination of federal education programs.	N/A	0	1	2	3
8. Title I Schoolwide programs.	N/A	0	1	2	3

4B. In what ways has the Title VI program been effective in supporting local education reform initiatives? Efforts to achieve the National Education Goals?

4C. Briefly describe the role that Title VI has played in supporting efforts to coordinate federal education programs, including Title I Schoolwides, in your school or district.

SECTION 5: RECOMMENDATIONS FOR IMPROVING THE TITLE VI PROGRAM

Does your school district or school have recommendations for legislative or policy chances that would strengthen Title VI programmatic support and increase the ability of school or districts to implement educational improvements or systemic reforms? _Yes ___No

If yes, please complete this section. If no, please skip to page 14, Exemplary/Promising Programs.

5A. List any **changes or policy alternatives at the state administrative level** that you feel would strengthen Title VI programmatic support and increase the ability of schools or districts to implement educational improvements or systemic reform initiatives.

5B. List any **changes or policy alternatives at the U. S. Dept. of Education administrative level** that you feel would strengthen Title VI programmatic support and increase the ability of states, districts and schools to implement educational improvements or systemic reform initiatives.

5C. List any **changes or policy alternatives within the Title VI legislation** that you feel would increase the ability of states, districts, and schools to implement systemic reform initiatives, improve the quality of education and increase student achievement.

EXEMPLARY/PROMISING TITLE VI PROGRAMS

Do you have a Title VI program or project that exemplifies effectiveness in Title VI programming? Effective Title VI programs should reflect strong parent/community involvement, innovation and educational reform, improved instructional services, and evidence of gains in student achievement that can be attributed to the program or project. Exemplary or promising programs are those that can be sustained, disseminated and replicated in other districts or schools with similar needs. If you have a program or a project that you consider to be exemplary or promising, provide the information requested below **(please, no more than two pages)**.

Program/Project Title:_____

School District:_____ **School:**_____

Program/Project Contact Person:_____ **Phone:**_____

Amount of Title VI Funds Received for Program/Project 1995-1996 to Date:_____

Source and amount of other funding sources:_____

Provide a clear and concise description of the program/project.

1. What were the primary objectives of the program/project?

2. Describe the population(s) served.

3. What local, state and/or national goals and reforms were supported?

4. What professional development and other capacity building activities were necessary?

5. Provide a summary of the program/project activities.

Measures of program/project effectiveness.

1. What was the impact of the program on the following?
   A. Students
   B. Families
   C. The community
   D. Schools and their staff

2. How was the impact measured?

3. What data supports the program/project as a success.

Plans to improve or expand the program/project in the future.

1. What are the plans to change or expand the program/project in the future?

2. What are the plans to disseminate the program/project to other schools, districts, or states?

3. How can the program/project be replicated in other schools or districts?

National Title VI Data Submission

COMPILING TITLE VI EFFECTIVENESS EVALUATION DATA FOR SUBMISSION TO TEXAS

General Instructions:

Here is what you should send to **Catherine Christner**
Texas Education Agency
1701 N. Congress, Room 3-104
Austin, TX 78701-1494 ***by July 31, 1998:***

1) ***A copy of your state survey, cover letter, and any instructions you included;***

2) ***A paper copy of the completed state demographic data table as requested below;***

3) ***A paper copy of the summary of your state's public school survey data;***

4) ***A paper copy of the summary of your state's private school data;***

5) ***Two descriptions of exemplary public school programs and one description of an exemplary private school (if available); and,***

6) ***Your completed state Title VI survey.***

7) ***If you have the summary files on diskettes, please include these in addition to the paper copies*** *(for more specific information see page 5, data file information).*

State Demographic Data Table:

Please enter the numbers as requested for your state. Because some states are using 1996-97 data and others are using 1997-98, both are requested for comparison purposes.

State:_____ Numbers Requested	Public School Districts	Public Schools	Public School Students	Private Schools	Private School Students
Statewide in 1996-97					
Statewide in 1997-98					
Received 1996-97 Title VI funds					
Received 1997-98 Title VI funds					
Were sent a Title VI survey					
Returned a Title VI survey					

Summarizing the Data from your District Title VI Effectiveness Surveys:

To help explain which survey questions are being addressed, the numbers of the questions on the 1/22/98 version of the Title VI Effectiveness Survey are given. Some states may have changed or reordered the questions, so please refer to the 1/22/98 copy or the description of the type of question, as listed under each bullet below. **Please keep public and private school data in separate summaries.**

- On Question ***1A,*** please total the 1997-98 (or 1996-97, if that's what you used on your surveys) dollars allocated for public and private school students (separately), in each of the 10 innovative assistance areas. Because this information can be taken from your biennial report or application for funding for all your districts, please use the figures for all districts, rather than just those who responded to the survey. If you don't have this information for all districts that received funds, please total the numbers for those who responded to the survey and make a note of the number of districts that your figures do include. If you used the survey exactly as you received it, please note there was a minor error in numbering the 10 areas, so do not let this affect your summary.

- On those questions asking you to give the number of teachers, FTEs, etc. ***(1A, 1B, 2A, 3A)***, total the number for each item (i.e., teachers, teaching assistants) across the districts that listed a number. Also include the frequency and percentage of respondents who responded to each item. Except for reporting FTEs, please use whole numbers. For FTEs, use two decimal points.

  For example,

  The number of teacher FTEs paid for out of Title VI funds for 1997-98 may be 98.55 reported by 75 districts (30%). The number of teachers who received professional development funded in full or in part by Title VI might be 145, 890 reported by 150 districts (60%).

- On questions asking you to circle the degree of impact ***(2C, 3C, and 4A)***, for each item, give the number and percentage of respondents who circled each option (including not applicable). Then, include the average of the responses of 0, 1, 2, and 3 and round to one decimal point.

  For example,

  1. Preparing students for a competitive workforce.

N/A	***0***	***1***	***2***	***3***	***Average***
33(33%)	*3(3%)*	*15(15%)*	*36(36%)*	*13(13%)*	*1.9*

- On the question that asks for specific impact numbers for goals, such as attendance rate ***(2D)***, please list the number of districts who responded to each item under that question. For those who responded, tally the number and percentage of districts whose values increased from 1995-96 to 1996-97, the number and percentage of districts whose values decreased from 1995-96, and the number and percentage of districts whose values did not change from 1995-96 to 1996-97. If some of your responses are like some we have received in Texas, you may have districts who indicated that Title VI impacted an area, but not how an area was impacted. Please just provide the numbers and percentages of districts that indicated this.

For example,

Attendance rate: Number of districts that reported Title VI funding impacted this area: 100

Number and percentage of districts that reported their attendance rates ***increased*** *60 (60%)*

Number and percentage of districts that reported ***no change*** *in attendance rate: 15 (15%)*

Number and percentage of districts that reported their attendance rates ***decreased****: 5 (5%)*

Number and percentage of districts that ***did not indicate what changes*** *were in their attendance rates: 20 (20%)*

It would be really great if for one of these goals (preferably achievement) you gave the actual data for one of your districts as an example:

For example,

Percentage of students demonstrating content standard proficiency or passing the Texas Assessment of Academic Skills (TAAS), our state achievement test. Give grade level(s), test(s), and subject area(s):

Lone Star ISD reported:	*1995-96*	*1996-97*
TAAS Grade 3 math	*77% passing*	*85% passing*
TAAS Exit Level (all tests)	*85% passing*	*95% passing*

- Summarizing the narrative questions ***(1C, 1D, 2B, 3B, 4B, 4C, 5A, 5B, and 5C)*** presents a special challenge. First for each narrative question indicate the number and percentage of districts that responded to the survey that did not respond to each question. Try to summarize the main points mentioned by districts, and if possible give the number of districts that made each point. It is a good idea to start with the most frequently mentioned, then the next most frequent, and so forth. Since districts will often give more than one response, a duplicate count of districts is okay. If possible, when you consider one or two district responses to be especially good, please include their response with your summary. In writing the national report it would be great to have some specific examples of district responses. Please try to keep your summary of each narrative item to 2 pages or less.

  For example,

  Here's a summary of some TX districts' responses to the question: ***List any programs, activities, or reforms that Title VI has enabled your district to implement that could not have been implemented otherwise. Briefly describe how those programs, activities, or reforms would be negatively affected without the continued support of funding.***

  - *Fund/enhance programs to improve students' reading and language arts skills (76 districts)*
  - *Provide professional staff development that could not be offered otherwise (such as, techniques in teaching mathematics and science, training in using technology resources, and working effectively with gifted and talented students) (65 districts)*
  - *Update/enhance library resources (54 districts)*
  - *Acquire/enhance/update computer technology (hardware, software, etc.) (38 districts)*
  - *Provide programs and materials for students at risk (20 districts)*
  - *Provide programs and materials for gifted and talented students (18 districts)*
  - *Provide a variety of special student programs (such as dropout recovery and prevention, computer science class, career counseling, peer tutoring, peer mediation, conflict resolution, and character development) (15 districts)*
  - *Implement/enhance/align curriculum (14 districts)*
  - *Enhance community/parent involvement activities (13 districts)*
  - *Offer after-school programs, summer school, and in-school GED programs (10 districts)*
  - *Enhance/acquire media (excluding computers) (10 districts)*
  - *Fund early education programs (9 districts)*
  - *Other miscellaneous responses (40 districts)*
  - *No response from 62 districts (25%)*

  This is a good response given by one TX district*: "Lone Star ISD is a small, rural district. Our administrative staff is small, with a principal at each of our three campuses, and our superintendent and curriculum director at the central office. It would be impossible for our small administrative staff to provide quality staff development for our teachers in all areas of expertise that would be required. Without Title VI funds, we would not be able to access the consultants and staff development activities at our regional education service center. Nor would we have the funds necessary to bring in experts in all the areas that we would need. Staff development is crucial to the improvement of teaching and learning. Also, we have limited funds with which to operate our schools. Any assistance with the purchase of the latest technology is greatly needed in order to make our students competitive with students in larger cities and school districts."*

- On the Exemplary Title VI programs description, please choose the two submissions from your districts that you consider to best represent exemplary Title VI programs and submit those. These definitely should have clear evidence of program success indicated. If you have an exemplary private school program, please submit that as well. If these were submitted to you on school or district letterhead, please pass them along to me in this form. If you don't feel you received any exemplary programs, then don't submit anything in this category.

Data File Information:

It is very important that I have a paper copy of your data summary. If you have an Excel 97 file, Lotus file, or Fox Pro file, it would helpful to have that on a 3 ½ diskette, as well. You may have summarized the responses to your open-ended questions in another manner and placed them in Word 97 or some other word processing software. Please send hard copies of these summaries, and if possible put your word processing file on the same diskette with your spreadsheet data, and send that as well. If you did all your data tabulating and summarizing by hand, you do not need to worry about putting it together on a diskette – the paper copy is what is the most essential.

Remember to keep your public school and private school summaries separate. If you have the data in Excel 97 or Word 97 or some other software, you may include them on your diskette, but in separate files, along with file names, descriptions of the files (mainly whether it's PC or Mac and what software it's on (including the name and version number – Excel 97, etc.)). I will be working on a PC with Excel 97 and Word 97, so it would be great if you could use in this software and a codebook or clear column labels specifying which variable is in which column; however, I do a Mac with the latest Mac versions of these software packages so I can translate them. I can also translate the latest versions of PC Fox Pro, Lotus, and PC Word Perfect into Excel 97 and Word 97. I will be using PC SAS to do summary analyses of much of the data.

QUESTIONS:

Catherine Christner

Phone: 512 475-3306 (I have 24-hour voice mail, so please leave a message and I will call you back).
Fax: 512 475-3499
E-mail: cchristn@tmail.tea.state.tx.us

Where to send completed summaries, etc.:

Catherine Christner
Texas Education Agency
1701 N. Congress, Room 3-104
Austin, TX 78701-1494

Deadline: July 31, 1998

Completing Your State Title VI Effectiveness Survey:

Complete this survey directly on the survey form. ***Remember every survey question on the state survey is strictly about the 15% Title VI funds that go directly to the states—not the 85% set aside for districts.*** Some questions and pages are not numbered correctly. This should not affect your responses, especially if you put your responses directly on the survey form. If you need more space, attach extra pages. There are a number of questions that may not be applicable for your state. If so, just indicate this. After talking with several state coordinators, it is clear that not all states may have some of the information requested. In these cases, try to answer the question if you can, but if you cannot indicate "don't know" on those questions. Because each state may allocate the state Title VI funds quite differently, it would help me in completing the summary to have a brief paragraph or two-or-three sentences describing how this money is allocated.

For example, one-third goes to state Title VI administrative costs and two-thirds go to competitive grants within the state education agency that are used to fund statewide programs to address Title VI goals. Examples of the grants include a statewide reading initiative and a school improvement initiative to train administrators in effective school practices.

If you added questions, please be sure and send both the questions and your responses when you return your completed survey.

QUESTIONS:

Catherine Christner

Phone: 512 475-3306 (I have 24-hour voice mail, so please leave a message and I will call you back).
Fax: 512 475-3499
E-mail: cchristn@tmail.tea.state.tx.us

Where to send completed summaries, etc.:

Catherine Christner
Texas Education Agency
1701 N. Congress, Room 3-104
Austin, TX 78701-1494

Deadline: July 31, 1998

TITLE VI STATE/TERRITORY COORDINATORS

STATE	CITY	STATE EDUCATIONAL AGENCY	CONTACT
Alabama	Montgomery	Department of Education	Edmund Moore
Alaska	Juneau	Alaska Department of Education	Marjorie Menzi
American Samoa	Pago Pago	Department of Education	Russell Aab
Arizona	Phoenix	Arizona Department of Education	John Hicinbotham
Arkansas	Little Rock	Department of Education	Glenda Peyton
California	Sacramento	California Department of Education	Kimberly Edwards
Colorado	Denver	Colorado Department of Education	Patrick Chapman
Connecticut	Hartford	Connecticut State Dept. of Education	James Dargati
Delaware	Dover	Delaware Department of Education	Colleen Wozniak
Florida	Tallahassee	Florida Department of Education	Wayne Largent
Georgia	Atlanta	Georgia Department of Education	Richard Grover
Guam	Agana	Department of Education	Ernestina Cruz
Hawaii	Honolulu	Hawaii Department of Education	Elaine Takenaka
Idaho	Boise	Idaho Department of Education	Michael Murphy
Illinois	Springfield	Illinois State Board of Education	Randy Burge
Indiana	Indianapolis	Indiana Department of Education	Phyllis Land Usher
Iowa	Des Moines	Iowa Department of Education	Tony Heiting
Kansas	Topeka	Kansas State Department of Education	Ken Gentry
Kentucky	Frankfort	Kentucky Department of Education	Ross B. Payton
Louisiana	Baton Rouge	Louisiana Department of Education	Sue Street
Maine	Augusta	Maine Department of Education	Richard K. Riley
Maryland	Baltimore	Maryland Department of Education	Janet Bagsby
Massachusetts	Malden	Educational Improvement Group	Carole Thomson
Michigan	Lansing	Michigan Department of Education	Mary Ann Chartrand
Minnesota	St. Paul	MN Dept of Children, Families, Lrng	Richard Peterson
Mississippi	Jackson	Mississippi Department of Education	Susan Bentley
Missouri (Public)	Jefferson City	Department of Elem & Sec Education	K. Bertels
Missouri (Private)	Kansas City	Blue Hills Homes Corporation	Jeanie Wilson
Montana	Helena	Montana Office of Public Instruction	Kathleen Mollohan
Nebraska	Lincoln	Nebraska Department of Education	Michael Kissler
Nevada	Carson City	Nevada Department of Education	Frank South
New Hampshire	Concord	New Hampshire Dept. of Education	John L Davy
New Jersey	Trenton	New Jersey Department of Education	Suzanne Ochse
New Mexico	Santa Fe	State of NM Department of Education	Ralph P. Paiz
New York	Albany	New York State Education Dept.	Laurie Rowe
North Carolina	Raleigh	NC Department of Public Instruction	Bill McGrady
North Dakota	Bismarck	Department of Public Instruction	Greg Gallagher
Northern Mariana Islands	Saipan	Public School System	William Matson
Ohio	Worthington	Ohio Department of Education	Ron Stewart / Jeff Raynor
Oklahoma	Oklahoma City	Oklahoma State Dept. of Education	Leslie Hobson / Keith Haley
Oregon	Salem	Oregon Department of Education	Chris Durham/Sharon Toland/Ric Latour
Palau	Koror	Palau Ministry of Education	Masa-Aki Emesiochl
Pennsylvania	Harrisburg	Pennsylvania Department of Education	Tony Tezik
Puerto Rico	San Juan	Puerto Rico Department of Education	Blanca Aponte
Rhode Island	Providence	Rhode Island Department of Education	Richard D. Latham
South Carolina	Columbia	South Carolina Department of Education	Leon R. Temples / Woody Lucas
South Dakota	Pierre	SD Dept. of Education & Cultural Affairs	Shirlie Hoag
Tennessee	Nashville	Tennessee Department of Education	Barbara Adkisson
Texas	Austin	Texas Education Agency	Sharon Conable / Earin Martin
Utah	Salt Lake City	Utah State Office of Education	Joan Patterson
Vermont	Montpelier	Vermont Department of Education	Lynn Provasi
Virgin Islands	St. Thomas	Virgin Islands Dept. of Education	Hugh Smith
Virginia	Richmond	Virginia Department of Education	Marie Spriggs-Jones
Washington	Olympia	Offc. of Superint. of Public Instruction	Gayle Pauley
Washington, DC	Washington, DC	District of Columbia Public Schools	Bonnie M. Smith
West Virginia	Charleston	State Department of Education	David Porterfield
Wisconsin	Madison	Department of Public Instruction	Bette Achtor
Wyoming	Cheyenne	Wyoming Department of Education	Kay Vrooman